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ABSTRACT

The state of the art review depicts comprehension of choice and decision making as knowable and demonstrates that something is already known about both processes and how to facilitate their comprehension. The assumption is made that deciding to choose, choosing to decide, deciding in order to choose, and choosing in order to decide must be conceived transactionally. Models of choice and decision are outlined. Choosing to decide must become a structure in which deciding in order to choose becomes subordinated, and, finally, choosing to decide eventually has to be subordinated to deciding to choose. Structures to regularize the discharge of functions in complex systems are considered; the styles and states in which people can be in relation to decision making are explicated; and the way in which induction, reformation, and integration generalize integratively with the macrocosm of hierarchically enlarging understanding of choice development within decision development is determined. A Deliberate Decision-Making Education Program and an Abelian Group Model of the constructed self are described. Career decision making is treated as the sustaining acquisition of career choice and decision-making skills. A bibliography comprised of abstracts located in computer searches of the ERIC collection offers further resources in career decision making, selected for general utility. (Author/AJ)

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Choice and Decision Processes and Careers

by David V. Tiedeman and Anna Miller-Tiedeman

Information Series No. 7

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CHOICE AND DECISION PROCESSES AND CAREERS

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CHOICE AND DECISION PROCESSES AND CAREERS*

Assignment

In 1974-75 the American Institutes for Research was under contract with the National Institute of Education to make and report a study of career decision-making. "The process of this study entails conducting an analysis of career decision-making, developing a synthesis of theories and empirical studies relating to that process, and identifying those areas in need of further research and/or development" (Mitchell, Jones, and Krumboltz, 1975(a) Ch. 1, p. 1). This paper is one of six commissioned for criticism and discussion at a 27-28 March 1975 Mini-Conference on Career Decision-Making.

Authors of papers on each issue selected for Conference discussion were provided copies of (1) a Conference plan, (2) "Career Decision-Making from a Social Learning Theory Perspective," which is Draft Number 2 of Chapter 1 of the project's intended Final Report, and (3) a list of six "Issues" which appear to be the distillate of the "Implications for Research" reported on pages 36-39 of item (2).

The authors were instructed to address the following issue, one of the six set for conferees:

> "Are there different types of career decision-makers? Different types of CDM processes? Different processes for different target groups? Different stages and/or phases, or identifiable developmental tasks and requisite skills that facilitate CDM? Different types of career decisions? Do individuals use the same process in different situations? What are the implications for interventions? What key research and development questions are suggested by this

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* Prepared for 27-28 March 1975 Mini-Conference on Career Decision-Making at the request of Dr. Anita Mitchell, Director, Career Decision-Making Project, American Institutes for Research. When David Tiedeman took his first look at the specific topic Dr. Mitchell assigned to him, he immediately knew that the topic could not be handled adequately in the allotted time without his inviting Anna Miller-Tiedeman to add her knowledge and experience to his in its preparation, a conclusion on which both acted in writing this position paper. This paper originally appeared as one of several in a final project report entitled Technical Report of a Conference on Career Decision-Making which was edited by Anita Mitchell, Waldemar R. Unruh, and G. Brian Jones and published by American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. Interested readers can find more on the career decision-making subject in that volume.

issue?" (Mitchell, Jones, Krumboltz, 1975 (b) p. 1).

Analysis and Major Testable Hypothesis

Our topic requires analysis for attack. We must therefore first ascertain what is really at issue in our assignment of such seemingly diverse questions.

In putting career decision-making into a social learning theory perspective, Mitchell, Jones, and Krumboltz (1975(b)) delineate three functions of a presumed career choice structure which are associated with choice and decision processes, namely instrumental learning experiences, self observation and analysis, and generalized self observations and analyses. "An instrumental learning experience is one in which an individual acts on the environment in such a way as to produce certain consequences" (p. 8). They also presume that "...as a result of the instrumental and classical learning experiences, an individual can observe his own performance and his own reaction" (p. 13). Finally, they entertain the possibility that "...human beings are capable of relating their observations of themselves and of their environment in such a way as to make possible projections into the future as well as inferences about the past. The generalized self-observations and analyses are defined as an overt or covert integration of two or more self-statements (or two or more learning experiences) expressing reactions to past events, present feelings, and/or future plans and anticipated consequences" (p. 16).

It is apparent then that the perspective of AIR's social learning theory stipulates the potential existence of self and career consciousness. However, the perspective currently lacks attention to the person's evolution of a comfortable and capacitated consciousness both of humankind's ability to be conscious and of the application of this ability in the career realm. We believe that such capacitation is desirable, possible, and developmental. This is the further self centering perspective we shall add in this paper to AIR's potentially far-reaching perspective on the capacitation of career decision-making ability.

Because the AIR perspective currently does not directly acknowledge the potential development of consciousness of how comfortably and powerfully to be conscious, the original AIR questions about choice and decision-makers and processes are not organized to build credibility for our concept. We, therefore, first find it necessary to lend order to our basic proposition

that education can capacitate the individual's potential to be conscious. We do so by stating a series of seven propositions which really constitute the major testable hypothesis offered in this paper. The propositions and their logical consequence may be stated as follows:

Propositions:

1. Decision-making is a process consisting of the subordination a) of choosing in order to decide to deciding in order to choose, b) of both to choosing to decide, and c) more gradually of all three to deciding to choose.
2. The decision-making process embraces a typical development dictated somewhat, but not entirely, by its logic.
3. Subordinating choosing to decide to deciding to choose has a psychosocial developmental process intimately intertwined with cognitive and personality development.
4. People vary in the developmental stage of the decision process in which they exist at the moment with regard to one area of life decision or another, the vocational area included.
5. People can be made increasingly more conscious of the stages of decision-making development in which one or another of their decisions exist at any given moment, their vocational decisions included.
6. As people become more conscious of the stages in which their various decisions momentarily exist, they develop a preference to complete the process by assuming responsibility for the choices of their immediate decisions and by generalizing to a preference for putting choices to decide into a framework of deciding to choose.
7. As people complete more of their decision-making processes with respect to assumed responsibility for the choices of their decisions, they also advance in their psychosocial development of choosing to decide vocationally as well.

Issue:

What has been done, and what still needs doing, to test these propositions?

We pursue this construction of the question as our principal argument. In the conclusion of this paper, we will comment on our issue and the specific questions of the issue as framed by AIR.

Explication

THE STRUCTURE OF CHOICE AND DECISION

Choice and decision are both defined somewhat in terms of each other. In this regard, choice and decision are interrelated. There is, however, an important logical distinction which ought to have more profound effect on the study of decision-making than has so far been the case.

In general, scholars of alleged decision-making have elected to deal with the process of choice, not with the process of decision-making. But, in actuality, advanced understanding of choice and decision processes requires that one deal with both, not with either alone. We elect to do just that in this paper although we share the guilt of not heretofore explicitly distinguishing the two processes. Tiedeman was at work on the distinction in 1967, but he didn't follow through. We shall also note that Ellis and Tiedeman (1969) implicitly made this distinction, but neither explicitly attempted clarification of the decision making literature on the presumed distinction before now.

Webster's Third New International Dictionary (1971) includes in its first definition of "choice" the following meanings:

> "1CHOICE...1 : the act of choosing; typically: the voluntary and purposive or deliberate action of singling out, or selecting from two or more that which is favored or superior: the decision reached by such action...6 : a dilemna involving a decision between alternatives; also : the one way, person, or thing to be preferred to another...SYN PREFERENCE, SELECTION, ELECTION, OPTION, ALTERNATIVE..."

The first definition of "decision" on the other hand appears with the following meanings:

> "1DECISION...1 a : the act of deciding; specif : the act of settling or terminating (as a contest or controversy) by giving judgment b : a determination arrived at after consideration : SETTLEMENT, CONCLUSION...2 a : an account or report of a conclusion...4 a : the act of forming an opinion or of deciding upon a course of action... b : an opinion formed or a course of action decided upon..."

We trust it is clear from the above that despite current professional use in psychology, "choice" and "decision" are not synonymous. A choice is a preference; a choice involves the processes of selection and election among specified options. Decision on the other hand is a conclusion;

a decision involves the processes of forming and acting upon an opinion. The person first has to define the choice context in a decision and then choose. In a strict choice context, options are already defined for the person and all she or he needs do is indicate a preference or select a prespecified alternative.

In this paper we shall first pursue this potentially valuable distinction between choice and decision. We will start this line of reasoning by considering familiar writing about choosing, specifically choosing in order to decide. When persons choose in order to decide, options and/or alternatives are presumed already to be somewhat specified and the person merely acts towards them in a preferential manner. The next link in this particular chain of reasoning will be consideration of what we consider a next higher order of choosing-deciding activity, deciding in order to choose. We shall argue that this condition both preconditions activity sufficiently for options and/or alternatives to be discernible and finishes the activity of choice (which is described later but may in fact precede deciding in order to choose) by completing the judgmental process of deciding, perhaps even bringing about action upon choice at that point. Consider for instance a simple choice such as that of reaching the diagonal street corner from where you are. You may first cross to your left and then to your right or vice versa. In order to make this choice you must first decide in order to choose, that is both the choice and its conditions must be deliberately made a matter at your direct attention. Furthermore, once either the first left or first right alternative is chosen, you must act on that choice decisively in order to bring your decision in order to choose into effect. The third link in our logic chain will be movement to a third level of choice and decision, namely the level of choosing to decide. Consciousness in choice is absent unless the person somewhat deliberately chooses and sets himself or herself to decide before completing the specific cycle of deciding in order to choose and choosing in order to decide in any instance. Finally, we complete the symmetry of our four-step logic chain by embracing the generalized antithesis of choosing to decide: deciding to choose. The intended symmetry of this more complete system can be schematized as follows in relation to even the simple example of deciding which option to use in crossing an intersection where traffic is controlled by a stop light.

Deciding to choose. Alternative: choose or not choose.

Choosing to decide. Selected alternative: choose.

Deciding in order to choose. Alternatives: left or right first.

Choosing in order to decide. Selected alternative: first left.

This presentation leads us from the process commonly dealt with in choice models, to succeedingly less examined, but higher orders, of decision-making. In fact, as indicated in the above schema capacitated individuals reverse this process, and first decide to choose: that is, to use their personal resources. They then proceed through a multitude of lower order choices and decisions stemming from the initial decision to choose. Let us say that for one individual this decision was to further his or her education. Based on this decision he or she then chooses from the options available (home study, degree-oriented college or university work, vocational or technical training, etc.), and then proceeds to a further level of decision-making delimited by this choice. At this level, he or she is ready to decide on a type of institution. For example, if the previous choice was to enter a four-year university he or she now decides whether to attend a nearby state or a distant private university. Within the increasingly narrower limits which the individual has set, he or she is now ready to decide on a specific institution. Parallel decisions and choices regarding what to study are also made before, during, or after the development of a decision on where to study.

A person has to structure her or his consciousness about the general condition of choosing to decide in order fully to comprehend the capacitation of humankind's potential for consciousness, deciding to choose. Once we specify this level of complexity in the potential structure of choosing-deciding activity, we can then consider the second major concept of this paper: the probable development of deciding to choose.

Choosing in Order to Decide. The essential elements in most empiric decision models seem to arise from logical analysis of the actual choice situation as we are defining it, not of our decision situation. In this case, choice completes decision, but the decision is defined by a second, not a first party. Mathematical statisticians have gone far along this path, which leads to game theory (see Edwards, 1954, 1961 for good reviews in this area). For instance, Raiffa's Introductory Lectures on Choices under Uncertainty (1970) are an excellent example of how Bayesian probability is now being packaged for use by informed businessmen. In Bayesian probability, a choice is to be made between specifiable alternatives under conditions of securing contingent information about possibilities before an ultimate choice has to be made. Raiffa extends the formal Bayesian logic to conditions of uncertainty involving the concepts of risks, choices, gains, goals, and payoffs, concepts

which are at the heart of mathematically defined choice models which verge upon decision models in our definitions. Under these conditions, the person has to act as if she or he had the reproduction of formal Bayesian conditions. It is this "acting as if" which combines with the formal procedure of choosing among what are then specifiable alternatives which causes a choice model to become a decision model.

We shall in the future make reference in a developmental way to the choice of deciding or not. Hence, we warn the reader here that the choice model of which we write will have two uses. First, the choice model we have just alluded to, i.e. choosing in order to decide, will be used as the heart of the decision model of which we write next, i.e. deciding in order to choose. That is the time when the person has at the general level first chosen to decide and then needs to decide in order to choose at a level specific to the choice of the moment. Second, we will refer to the model again when we advance to the general level of considering development of the choice to decide. This general choice will in its turn be subsumed by a further general level of deciding to choose.

Deciding in Order to Choose. A choice model becomes a decision model when this condition is met: an individual (or some other party) defines and determines the choice context and/or action on the basis of choice. This is not a well understood distinction. It therefore is not very apparent in the literature on vocational decision-making. But now that we have made it explicitly we shall use it to cast further light on some of the differences in vocational decision models which Jepsen and Dilley (1974) review.

In their fine and extensive review of vocational decision-making models, Jepsen and Dilley assert that "a decision-making conceptual framework assumes the presence of a decision-maker, a decision situation (social expectation), and relevant information" (p. 332). This assumption, of course, places their first limitation on decision-making. The decision situations which Jepsen and Dilley elect to consider all have social expectations, thereby falling into the class of decisions in which second parties importantly figure in defining the decision. Jepsen and Dilley then go on to specify information in their decision-making paradigm as follows:

> "...The information is arranged into decision-making concepts according to the functions it serves. Two or more alternative actions are considered, and several outcomes or consequences are anticipated from each action. Each outcome has two characteristics: probability, or likelihood of occurrence in the future, and value or relative importance to the decision-maker. The information is

> arranged according to a strategy so that the decision-maker can readily recognize an advantageous course of action and make a commitment to this action. Strategies, also called rules or criteria, guide the assembling of the above concepts into an array so that straightforward judgments can reveal the commitment. Strategies are not concepts but structures; that is, they are aspects of the personality acquired prior to initiating the decision process and, as such, function as properties of the organism (e.g., the disposition called "risk-taking")." (p. 332)

Jepsen and Dilley then divide the literature on vocational decision-making (VDM) models into descriptive and prescriptive VDM models. The works of Fletcher (1966), Hilton (1962), Hsu (1970), Tiedeman and O'Hara (1963), and Vroom (1964) are classified as descriptive VDM models; the works of Gelatt (1962), Kaldor and Zytowski (1969), and Katz (1963, 1966), as prescriptive VDM models. Their definitions and classification give Jepsen and Dilley powerful means to contrast the eight VDM models as they do by assumptions and concepts, tabulating both in Table 1 which is reproduced here.

TABLE 1

A Comparison of Major Decision Concepts Across Selected VDM Models

Decision Concepts	*Vocational Decision-Making Models*			
	Tiedeman-O'Hara (1963)	*Hilton (1962)*	*Vroom (1964)*	*Hsu (1970)*
A. Awareness of Decision Situation	*Awareness* that present situation is or will become unsatisfactory	*Input* that alters present vocational status		
B. Alternative Actions	*Goals* which can possibly be attained from opportunities	*Plans*	*Actions*—behavior within repertoire of the person	*Alternatives*—behavior associated with vocational choice
C. Outcomes	*Psychological Field*—imagined situations including attitudes	*Premises* about attributes of vocational roles	*Outcomes*—more distant and less controlled events (than actions)	*Outcomes*—anticipated rewards from an occupation
C 1. Subjective Probability	*Commitment or Orientation*		*Expectancy*—an action-outcome association	*Expectancy*—probability of chosen behavior leading to particular outcome
C 2. Value	*Personal Values*	*Satisfactoriness*	*Valence*—anticipated satisfaction	*Valence*—attractiveness or desirability
D. Commitment	*Choice*	*Plan Accepted*	*Force*	*Force*

Decision Concepts	*Vocational Decision-Making Models*			
	Fletcher (1966)	*Katz (1963, 1966, 1969a, 1973)*	*Gelatt (1962)*	*Kaldor-Zytowski (1969)*
A. Awareness of Decision Situation	*Need Satisfaction*	*Disequilibrium*—motivated by needs and anticipation pf societal pressures	(Statement of) *Purpose* or *Objective*	
B. Alternative Actions	*Career Concepts*—composite of concept system associated with a career	*Options*	*Possible Alternative Actions*	*Occupational Alternatives*
C. Outcomes			*Possible Outcomes*	*Outputs*
C 1. Subjective Probability		*Strength of Return*—probabilities that an option will satisfy value dimension. (Objective) probability of entry	*Subjective Probabilities*—estimates of how likely that certain actions will lead to certain outcomes	*Subjective Probabilities*
C 2. Value	*Affect Charge*	*Values*—goals or satisfactions sought	*Desirability* of outcomes	*Occupational Utility*—extent of obtaining outputs in the proportion desired
D. Commitment			*Investigatory Decision* or *Terminal Decision*	*Occupational Choice*

(from Jepsen and Dilley, 1974, pp. 342-343)

Table 1 illustrates the fact that the various vocational decision-making models now in common view are not identical. By analyzing their assumptions and concepts, Jepsen and Dilley succeed in creating a comparison of common models. Only the Gelatt and the Tiedeman and O'Hara models have conceptions analogous to all six on which the authors compare the eight models.

Some of the distinctions among the eight models revealed in Table 1 correspond to distinctions more a priori in nature, which Dinklage used in her 1967 review of models of decision-making. Among the models she reviewed, Dinklage concluded that the elements of decision-making receiving most attention were: "...(1) the phases of the decision process, (2) outcome probabilities and structural components of decisions, (3) dimensions of decision plans and traits of deciders, (4) decision strategies, (5) inner needs and drives, and (6) the societal context of the decider" (pp. 8-9). The Dinklage review dealt as much with people who decide and the societies in which they decide as it did with the processes of decision-making. In this regard she does not highlight the processes as clearly as Jepsen and Dilley do. However, she thereby has more to say about kinds of decisions and decision-makers than do Jepsen and Dilley, as we shall note more fully later.

Further background from the Dinklage review is in order. Dinklage points out that most decision-making models have their origins in the philosophy of science, particularly the philosophy of choice as modeled above. In this regard Dewey's (1910) five stages of reflective thought are foundational to most decision-making models. Dewey's stages of reflective thinking start with (1) a prereflective state of perplexity or doubt which sets, emotionally, the problem to be solved. From this emotional posture the reflective mind leaps toward possible solutions in the phases of (2) suggestion, (3) intellectualization, (4) evolution of a guiding idea or hypothesis, and (5) reasoning. The concluding step of Dewey's conception of reflective thought is then the actual testing out of what has so far existed as a mental process.

Polya (1945) posits a similar but not identical set of operations in problem solving. Polya's operations are (1) understanding of a problem, (2) planning, (3) execution, and (4) review. The Tiedeman and O'Hara model of vocational decision-making which we present later has basic similarity with the Dewey model of engaging in scientific solution and the Polya model of problem solving.

On the other hand, the Gelatt (1962) model (the other of the eight models compared by Jepsen and Dilley which includes all of their six basic concepts) has greater correspondence with the Bross (1953) model of statistical decision-making, according to Dinklage. Bross indicates that in his model "...the Prediction System deals with alternative features. The Value System handles the various conflicting purposes. The Criterion integrates the other two

components and selects an appropriate action..." (p. 32). Gelatt (1962) and Clarke, Gelatt, and Levine (1965) basically use these same conceptions when they assume for their model that "...the more realistically a student can estimate the probabilities (for him) linking possible actions with possible outcomes, the better able he will be to make a decision to achieve his desired outcomes" (1965, p. 44).

This quotation from the work of Clarke, Gelatt, and Levine illustrates the fact that the eight models of decision-making which Jepsen and Dilley compare are basically derived for dissimilar purposes. The Gelatt model is derived to make students more conscious of individual probabilities and thereby more conscious of decisions. The Katz model, on the other hand, presumes that a consciousness of decision follows a consciousness of values. We shall particularly highlight the Tiedeman and O'Hara model here, not because it is partly ours, but because it was devised to deal with a person both participating in an evolving decision and becoming more conscious of his or her decision-making processes while doing so: the purpose for deliberate decision-making education which we derive in this paper. This consciousness of decision-making processes, implicit in the Tiedeman and O'Hara model, has subsequently been explicated by the authors (Miller and Tiedeman, 1972). The formalizing of a process which can be known has dominated Tiedeman's work of the past decade and it shall be summarized in detail later when we need it to carry our argument forward.

Choosing to Decide. As we explicate decision-making development below, we will note that a decision requires a tensing of the intellectual musculature, so to speak. What actually happens in such a tensing of intellectual musculature is that some events are attended to while others are not. Selective perception is exercised. What next happens is that attending persons put some events into sequence with other events so that causal propositions can be entertained. Various parts of the field are then attributed different functions. For instance, A might be presumed to operate upon B so as to modify B. All of these things occur in the change which the individual brings about in her or his perceptual field by merely choosing to decide. When the choice to decide emerges in consciousness, the human attentive mechanism can then be brought to bear on conditions which the individual will then be seeking to change.

When choosing to decide is equated with the formation, continuation, and operation of attention, it becomes clear why choosing to decide has been a

concept so far largely dealt with philosophically, not behaviorally. Choosing to decide evolves throughout life in those instances of conceptual hierarchical restructuring in which the person more or less simultaneously also progressively advances his or her comprehension of attention as a powerful human tool. It is almost as if the person grows in his or her acceptance both that knowledge is structured in consciousness, and that knowledge is power.

Deciding to Choose. The structure we are building is one which presumes that choosing to decide is conceptually prerequisite to deciding to choose. We have so far dealt with the core of this structure, choosing in order to decide, as subordinate to deciding in order to choose. We have indicated several models, both of choosing in order to decide and of deciding in order to choose, which are associated with a specific choice taking place in a decision framework. We next address how choosing to decide may become subordinated to deciding to choose, which establishes the general condition of choice and decision.

How are particular experiences of decision-making generalized to vocational or career development? Such resolutions are implicit, not explicit, in the models of occupational choice advanced by Ginzberg, et al. (1951) and of career development advanced by Super (1957). Tiedeman and O'Hara (1963) tackled this problem by postulating that the effects of microcosmic decision-making development are generalized by successively differentiating and re-integrating them in the personality system. The implication of this assumption is that sequentially experienced vocational or career decision situations and events are really a cascade but that conceptually people make them a part of a mind system which successively elaborates in differentiation and then consolidates, but at a successively higher or lower level in reintegration. This is the effect of which Bruner (1962) writes in On Knowing. Dudley and Tiedeman (1975) more explicitly address this problem of hierarchical conceptual restructuring. The problem which they address is essentially that which natural scientists today address about physical change (see Kepes, 1965): namely, how do structures form and reform? Dudley and Tiedeman consider this issue in relation to the formation of structures in the places of functional interchange in complex systems. Structures form in the synergy of force fields which evolve when an organism repeats functions and, as efficiency becomes needed, relegates the repetitions to less conscious realms of mind and action where these functions come to be performed almost automatically by what in effect become interdependent structures.

Dudley and Tiedeman describe a method and an explicit articulation system

which has been used to make hierarchical restructuring apparent in group process. Ellis and Tiedeman (1969) describe the individual process of hierarchical restructuring basic to their design with O'Hara and others of the Harvard-NEEDS-Newton Information System for Vocational Decisions (ISVD) (c.f. Tiedeman, 1967, 1968, 1969). Their work in designing ISVD provided explicit statement of the extracorporeal relationship which is needed to comprehend those parts of self which are known to others but not to self (Fuller, Brown, and Peck, 1967). This explicit statement indicated the ultimate in self centering during decision-making development--the taking of ever more appropriate responsibility for one's decision-making in growing awareness.

At the time Tiedeman wrote his 1963 monograph with O'Hara he saw this relationship through a glass darkly. He realized that the stage of integration came from the perspective of rejoining the newly differentiated concept of self in deciding to choose with the larger gestalt of self in choosing to decide. Tiedeman was at that time trying to be completely objective about this process. He did not realize that the concept of self centering in decision-making development requires the objectification of experience for another without his concommitant subjectification to the concepts or language of that objectification.

Ellis and Tiedeman (1969) made this problem of objectification of concept without subjectification of person to the concept quite explicit. They contend that objectifying experience for another without subjecting him to the objectifying concepts is a central problem in taking responsibility for deciding to choose. They argue:

> There is something peculiar about (Tiedeman and O'Hara's) paradigm, a potential difficulty quite similar to the problems we sometimes get into when we use language. A peculiarity of language known to philosophers for some time is that among the things we use language to talk about is language itself. Bertrand Russell, for example, has shown that it is a case of bad philosophical syntax to assert something like, "The golden mountain does not exist," and from that suppose you are attributing some kind of existence to the very thing whose existence is denied in the sentence. As language does sometimes, the paradigm of decision-making turns back onto itself in a way we must be clear about. Not only does the paradigm depict the decision process, it also by this depiction prescribes how one should relate to that process. That is, in enunciating the aspect of accommodation, the paradigm argues that one of the things to which one must accommodate is the decision process itself. But integration is the development of meaning that is independent of language as the instrument of that meaning. Thus, the language of decision-making, even though it is the medium through which understanding of the process comes, must be thrown off before the accommodation is complete.

> This throwing off--perhaps making invisible is a better thing to say—of the instrument of meaning (suggests the needed play) between the external and the internal imposition of form... Accommodation to decision-making itself is the most general kind, since it represents internalization of the processes of resolution. First the language must be established for the individual (induction), then it must itself become an object of analysis (reformation), and finally it must dissolve, as the individual goes past it to meaning (integration). (pp. 24-25)

In this paper we generalize Ellis and Tiedeman's conclusion to this realization by paraphrasing theirs as follows:

> By way of the essentially artistic activity (of living), the (person) must take (himself or herself) through these phases, not with respect to a particular problem so much as with respect to the process itself. He (or she) must establish (his or her) proficiency in the language of the process, develop his (or her) awareness of this language and its effects and, in the end, facilitate (his or her) internalization of this process. In doing this, we argue that (living the examined life) leaves the (person) with a sense of agency as a logical consequence. The state in which one believes himself (or herself) to be a significant agent in determining what happens to him (or her) comes not from convincing him (or her) about it but from the internalization of the decision process. (p. 25)

How to comprehend the examined life inheres in the development of deciding to choose. We have argued that deciding to choose must be superordinated to the development of choosing to decide. Further, the comprehension of the self functioning in the development of deciding to choose is the material by which the individual generalizes from deciding in order to choose and choosing in order to decide. We continue to consider this little-noted condition of deciding to choose by first explicitly referring to decision-making development in a specific instance, then specifying some styles and states in the decision-making process, next dealing with procedures whereby specific decision-making development can be advanced in consciousness, next turning back to the generalization of specific decision-making development to general decision-making development, and finally specifically considering advancement in general decision development in the vocational realm.

DECISION-MAKING DEVELOPMENT

The Tiedeman and O'Hara decision-making model reviewed by Jepsen and Dilley is one of the eight models of the decision-making process which goes beyond the process itself to hypothesize decision-making development by the person participating in that development. In this regard, the model is based (as Dewey's was) on the presumption that people can engage developmentally in the formation and solution of problems of moment to each person and with Polya

that the process extends beyond action to review and recycling.

In 1961, Tiedeman proposed a theory of vocational choice involving two aspects of decision-making embracing four steps in the first aspect and three in the second. In 1963, Tiedeman and O'Hara enlarged this theory of vocational decision-making into a language of career development. Their language stemmed from a union of decision-making and identity formation. The union put comprehension of decision-making development in the center of identity formation.

The Tiedeman and O'Hara monograph was published simultaneously with that of Super, Starishevsky, Matlin and Jordaan (1963), a fact which had a bearing on what Tiedeman and O'Hara attempted. With a grant from the College Entrance Examination Board, Professors Henry Borow, Jean Jordaan, Robert O'Hara, Donald Super, David Tiedeman, and Ted Volsky were able to meet several times during the 1961-62 academic year, exchange views on career development, and write monographs intended to summarize their views as augmented by the suggestions and criticism gained in the informal seminar. Since Super (1957) had then only recently published his book on vocational development and Roe (1956) and Holland (1959) had then only recently advanced theories of occupational choice, Tiedeman and O'Hara elected the above mentioned union, feeling that it represented an as yet unattacked problem in vocational psychology. They divided their arguments into two parts encompassing five sections. In the first part, they offered case material exemplifying that which they organized by the concepts of their second part. Among these concepts were those of cognitive differentiation and integration as mechanisms of career development. The concept of differentiation and integration grew from Super's (1957) concept of stages in vocational development. In this respect, they approached the concept of career development as a life-long process. Tiedeman and O'Hara believed, as did Katz (1954), that Super's vocational stages are specific to the several choices which in their entirety comprise career development, not specific to age (although they may be somewhat specific to stages in cognitive development).

Tiedeman and O'Hara employed the logic of decision-making to propose a linguistic framework within which comprehension of decision-making emerges during incidents of career choice. Essentially, their framework first divided the process of decision-making into two aspects, anticipation and accommodation.

The anticipation aspect, embracing the stages of exploration, crystallization, choice, and clarification, consists essentially of a person's preoccupation with the pieces (facts, alternatives, options, consequences) from which a decision is to be fashioned and with the aspirations, hopes, expectations, constraints, and the like which will determine the form of the decision. The accommodation aspect, embracing the stages of induction, reformation, and integration, is the condition when imagination meets reality. In accommodation, the person can no longer just be thinking about a decision; she or he is acting upon a decision, however well made and/or clarified.

When you contrast the actual Tiedeman-O'Hara model of decision-making development with the choice resolving parts of it analyzed by Jepsen and Dilley, it becomes clear that Jepsen and Dilley arbitrarily limit consideration of decision-making to decision-making processes; they do not consider decision-making development to any marked degree. Jepsen and Dilley are not alone in their action. Of the decision processes which Jepsen and Dilley review, most were devised with the intention of stipulating pragmatic relationships among some functions of the decision-making process and some vocational activities used by the investigator as criteria. The dictates of pragmatics is parsimony, not completeness. The investigator in pragmatics is frequently satisfied with relationships which are statistically significant, only infrequently going beyond such relationships to attempt causal explanations of phenomena. Finally, investigators practically never study collaborative decisions in which the subject being investigated participates in inferring conceptions from examination of her or his actions and feelings.

Interestingly enough, the 1966-69 Commission on Tests of the College Entrance Examination Board seriously entertained such possibilities as ways to break the monolithic dependence of college admissions on scholastic aptitude testing. Admission to selective colleges is ordinarily a one-contact decision between petitioner (applicant) and group (college). In this situation, the college ordinarily asks its applicants to complete an application and then has no further contact until after the college makes its decision. The College Board Commission on Tests which met from 1966-69 became quite interested in this one-contact condition of admissions to selective colleges. Coleman (1970) gradually enunciated for the Commission the imbalance which exists in the resources which colleges use in putting their choice of applicants into as full a context of relevant material as they can in their one-contact decisions and the resources available to applicants in trying to put the colleges of their choice

into as full a context of their desires as they can. This theme eventually became the title for the Commission's Report, Righting the Balance (1970). Along the way Coleman (1970), Hersey (1970), Marland (1970), Schlossberg, Hoy, and Gordon (1970), and Tiedeman (1970) each developed briefs on the resources which a newly constituted Continuing Education Entrance Board might develop to create

> "...an exchange in which both the inputs and the outputs would be more nearly balanced and more explicitly useful in the process of choice...The reciprocal goals of the partners in this exchange would be for the student to find the handful of colleges, and eventually the one college, that would more nearly fit his needs and desires and talents and for the college to find the students who, along with its faculty, would enable it to become a community manifesting its own best possibilities." (Hersey, 1970, p. 51)

Tiedeman specifically took off from the Coleman, Hersey, Marland, and Schlossberg, Hoy, and Gordon ideas. He suggested that together they constituted a system which, using the best of the known about how others had done in colleges, showed great promise of realization of the goal enunciated by Hersey if the decision between candidates and colleges was sequentially interactive over several contacts rather than one-contact as at present. Tiedeman defined an explicit system with which candidates would have to interact to attain this effect, euphemistically referred to as a mythical College Admission Machine. The resources of his colleagues defined much of the content for the recommended College Admission Machine. Through the College Admission Machine, Tiedeman dealt more explicitly (as he had in two previous papers--with Ellis, 1969, and alone, 1972) with the greatest danger of using the known to guide another. That danger is that the other will "give himself away" to the known without realization that there never was and never will be a known except as the knower knows it. This is the realm in which deciding to choose has to develop sufficiently for each person to comprehend and act upon daily if we as a society are to have freedom with some modicum of contentment for each individual. The participation of the subject in the evaluation of his or her decision-making behavior is a condition necessary for bringing awareness of decision-making development to the attention of the subject. Hence, we need a subjective/objective model of decision-making development, such as that of Tiedeman and O'Hara.

Another aspect of the Tiedeman and O'Hara model which further distinguishes it from the eight others which Jepsen and Dilley review is the fact that it is proposed as a model applicable to repeated decisions which the individual defines for himself. In this regard the model allows for the fact, in ways we shall

explain more fully later, that the comprehension of deciding to choose requires repetition of decision-making development enough to get comprehension of its processes.

STYLES AND STATES IN DECISION MAKING

Styles. Dinklage (1967) followed the lead of Norman Sprinthall (see Dinklage, p. 79) in evolving a precedure for eliciting talk from older adolescents about their decision-making in educational, vocational, and personal areas. She then (circa 1969) devised another procedure by which raters could reliably judge what strategy students tended to use in each decision area: impulsive, fatalistic, compliant, delaying, agonizing, planning, intuitive, or paralytic. Dinklage found that students differed in their use of these strategies in each of the three areas and that they also differed when characterized by the average strategy of their activities in all three areas. In addition, there were a few differences in proportions of use by sex and by type of school which the student attended. Girls tended to use impulsive strategies more than boys and boys tended to use intuitive strategies more than girls. Students in her urban school reported heavy use of implusive strategies; suburban school students--greater reliance on fatalistic or environmentally determined solutions; private school students--greater use of planning and intuitive strategies. The current changes in attitudes about girls' thinking and the movement of students from one school climate to another both suggest that Dinklage's late 60's procedures need repetition in today's circumstances. But it does appear that the Dinklage conceptions of style in decision-making have some viability.

States. Harren (1966) has ascertained that college students vary in expected ways in their change from the Tiedeman and O'Hara states of exploration, crystallization, choice, and clarification in both their choice of college major and of occupation. He concludes that "while most students treated choice of major and choice of occupation as a single problem, those who did not either saw the two problems as unrelated or were at one stage with regard to major and at a different stage with regard to occupation" (p. 271).

You may attempt to program a computer so that an individual in collaboration with the computer system will experience this proven change from exploration, crystallization, choice, clarification, induction, reformation, and integration with regard to a decision to choose. You then discover (as Tiedeman did in programming the Information System for Vocational Decisions with his colleagues) that the formal properties of the computer prevent you from creating programs

which externally simulate all seven states for any decision area. You are reduced to using three computer functions to create an experience of one of three psychological states. In one of the three relationships with the constructed computer systems, Tiedeman assumed that an individual is without choice and needs to use the computer files in a browsing and exploratory fashion. Tiedeman labelled this first computer state EXPLORATION in his writing about ISVD because it embraced the state of exploration culminating in the state of crystallization as defined within the Tiedeman-O'Hara period of anticipation. You must make a second assumption in programming a computer for an individual's collaborative realization of the state he or she is in: that you can test the individual in interaction with the system when the individual has made a tentative or more permanent choice. This condition of the ISVD system was dubbed CLARIFICATION since it embraced the anticipatory states of choice and clarification in the Tiedeman-O'Hara paradigm. You reach a third realization in programming a computer for a user's collaborative experience of the accommodation states of induction, reformation, and integration potentially concluding a decision in order to choose: that you can not simulate these steps in the computer. You therefore have to rely upon getting the person to record her or his experience in tables beside previously recorded anticipations of those experiences and work with her or him to determine in which step she or he considers her or his implementative activity now to be. Thus the whole period of accommodation is distinguished by the single function of review in the ISVD. We shall in this paper refer to that routine as ACCOMMODATION to maintain parallelism with the Tiedeman-O'Hara paradigm. (The function was labelled REVIEW in the ISVD.) With computer routines for EXPLORATION, CLARIFICATION, and ACCOMMODATION which can be programmed to operate under system or individual direction in an ISVD-type computer environment, it becomes possible to exercise a person collaboratively using the system in the seven states of the Tiedeman-O'Hara paradigm, thereby giving her or him experience in identifying where she or he is in the states of the model during the period of anticipation of a particular decision. Hence, we will use EXPLORATION, CLARIFICATION, and ACCOMMODATION operationally as the psychological state dimensions of our three dimensional topology of consciousness raising conditions to expect in decision-making development.

A second of our three-dimensional topology of consciousness-raising conditions

in decision-making development is self comprehension. Wilson (1971) subsequently elaborated the ISVD concepts in relation to the system's intent to help another comprehend himself or herself in deciding. Wilson postulated and demonstrated that three levels of activity occur in the teaching of decision-making.

> Level I, "learning about," concerns cognitive awareness of decision-making which is obtained through verbal, abstract means. Level II, "doing" involves both cognitive and non-cognitive awareness which are developed by making decisions and feeling both the interplay of factors going into a decision and the impact of that decision on subsequent ones. Level III, "doing with awareness," flows from the awareness of the personal criteria used to establish priorities among conflicting values and the characteristic pattern of the individually determined history of deciding. (pp. 24-25)

In the process of raising decision-making development into consciousness, we apply these states to learning about or comprehending self in the developed state of "doing with awareness."

Problem condition is the third of the three dimensions with which we care to work in bringing an individual's consciousness of decision-making development to the fore. After Dewey (1910), we elect to refer to four essential conditions of the problem during reflective thinking: problem forming, problem solving, solution using, and solution reviewing. Problem solving is a fairly common psychological and educational phenomenon. However, we frequently forget in our efforts to teach children problem solving that the problems which we get them to solve are ones which we have borrowed or formed ourselves. We also tend to forget that problem solving must verge into solution using and solution reviewing if the effect of the solved problem is to have payoff for the individual and society. Suchman (see Grabowski and Tiedeman, 1975) clearly distinguished training, problem solving, and inquiry by the following table of responsibility loci:

TABLE 2

Responsibility Loci in Suchman Model

	Locus of Responsibility for Selection of:	
Technique	Ends	Means
Training	Teacher	Teacher
Problem Solving	Teacher	Learner
Inquiry	Learner	Learner

Miller and Tiedeman's (1972) first specification of the cognitive restructuring needed for comprehension of individual responsibility in decision-making development took the form of a cube representing three dimensions of problem condition, psychological state, and self comprehension (Figure 1).

Figure 1

Miller and Tiedeman Cubistic Model of Decision-Making
(from Miller and Tiedeman, 1972, p. 10)

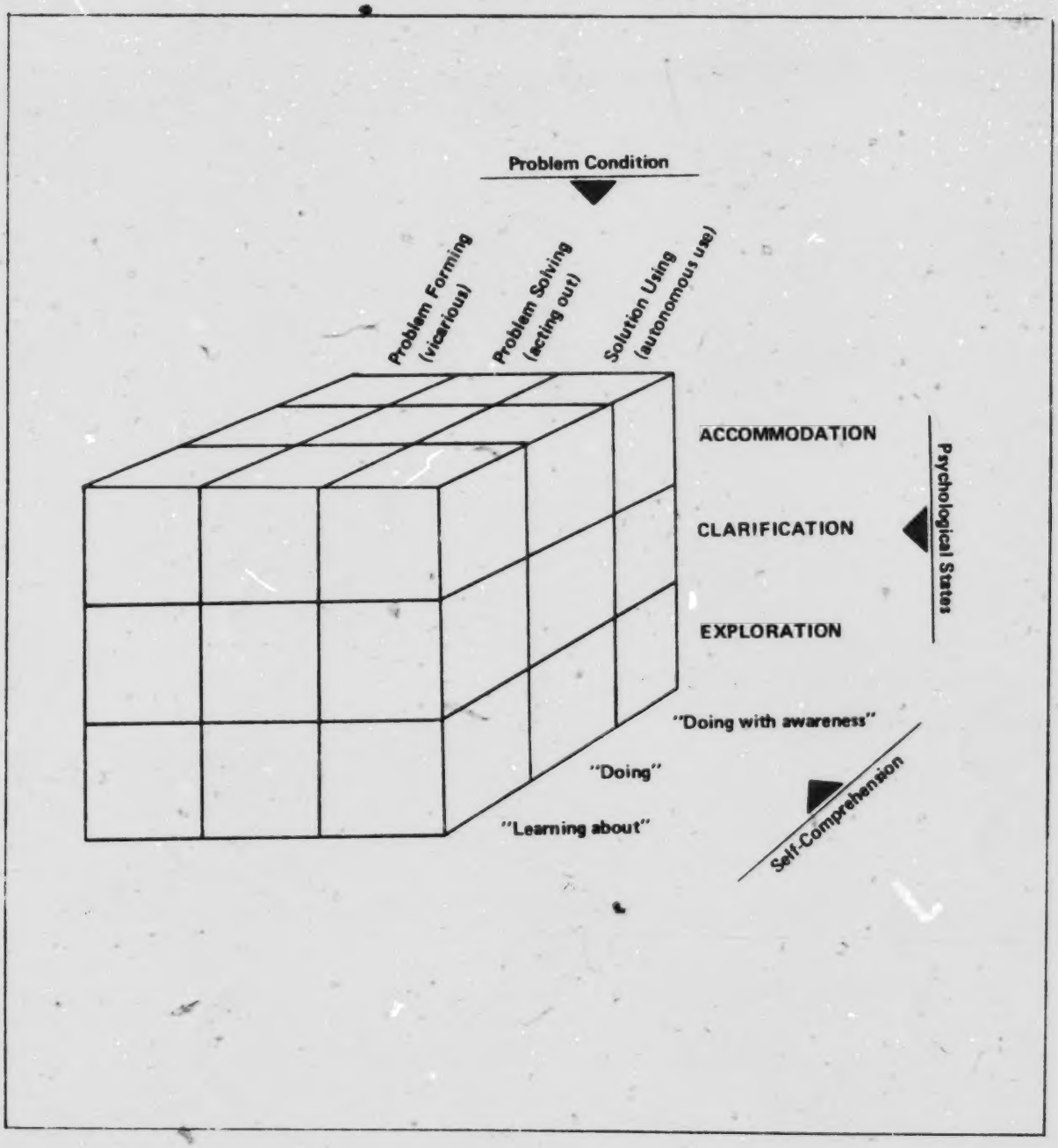


Figure 1 suggests the 27 different states in which the comprehension of a given decision-making development may be at any moment. The diagram suggests that comprehension of decision-making development does not come quickly. Consider, for example, the most rudimentary state of a decision about self. This most rudimentary condition (depicted in the small lower left front cube of the large cube) is a problem forming condition accompanied by an EXPLORATION psychological state in a "learning about" condition of self comprehension. Now consider the most developed condition of a particular decision-making understanding. The state is the small upper right, rear cube in the large cube. The most developed condition is that of solution using in a psychological condition of ACCOMMODATION in a "doing with awareness" condition of self comprehension.

We hold our particular topology open to question as a testable hypothesis. However, we advance it for consideration in order to bring attention to the fact that only very simplistic models of deciding and choosing have so far been used. In addition, the models in current use in large measure fail to take the person being assessed into partnership in the assessment of her or his decision-making development. Such a partnership is vitally needed if we are either to advance ourselves in scientific understanding of hierarchical restructuring during choosing to decide and deciding to choose or if we are to help individuals advance in their comprehension of their singular responsibility to take charge of their own lives and destinies.

RAISING DECISION-MAKING DEVELOPMENT INTO CONSCIOUSNESS

Individuals who comprehend career constructionism while undergoing education for careers have to gain a "doing with awareness" condition with regard to decision-making development. They have to comprehend <u>themselves</u> developing: that is, they have to comprehend (1) that they develop, (2) how they develop, and (3) that they have a significant role in why they develop.

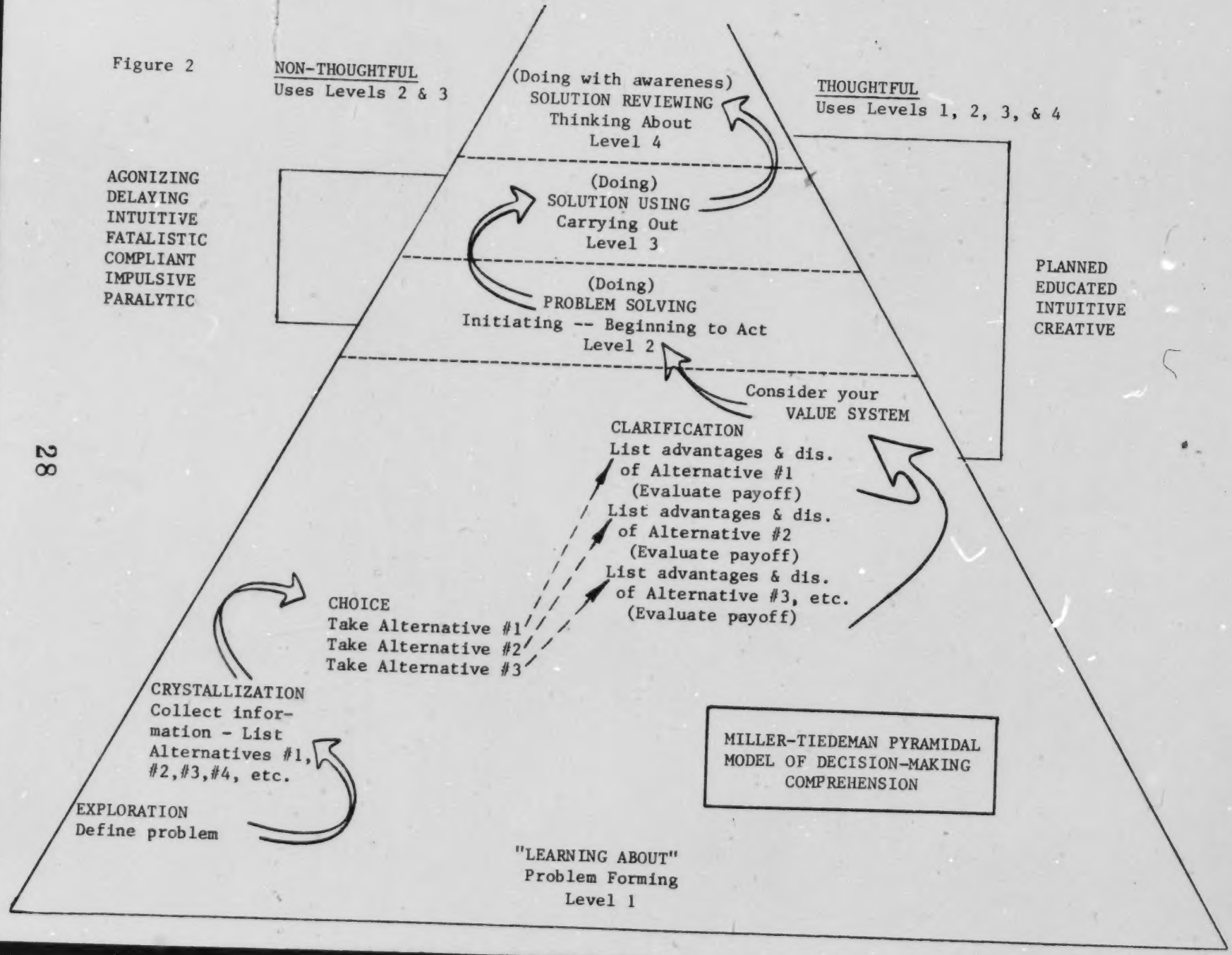
We have so far isolated two important resources for instruction in career constructionism. One is a paradigm of decision-making development usable in the microcosm of specific decision-making as well as in the macrocosm of developing a general inclination to decide to choose. The Tiedeman and O'Hara paradigm of decision-making development is one such resource which has so far passed the test of repeated scrutiny.

A second important resource for instruction in career constructionism is the availability of a diagnostic framework within which youths and adults can assess the progress of their decision-making development. The Miller and

Tiedeman (1972) cubistic model of decision-making assessment is one such diagnostic framework. Will it work?

Since 1972 when she and Tiedeman were engaged in forming their cubistic model, Miller-Tiedeman (1974) has been engaged in getting middle and secondary school students to raise decision-making development into their consciousness. She early found that the cube was not clear to middle school students. She therefore simplified it. First she imagined taking a pyramidal wedge from the cube which would extend from the lower left front of the large cube in Figure 1 to the upper right rear apex of the cube. She then sliced the lower left front segment so that her pyramidal slice would have a base on which she could stand it. The result is the pyramid in Figure 2 which, of course, is only a triangle in the two dimensions of Figure 1.

Figure 2


NON-THOUGHTFUL
Uses Levels 2 & 3
AGONIZING
DELAYING
INTUITIVE
FATALISTIC
COMPLIANT
IMPULSIVE
PARALYTIC
(Doing with awareness)
SOLUTION REVIEWING
Thinking About
Level 4
THOUGHTFUL
Uses Levels 1, 2, 3, & 4
PLANNED
EDUCATED
INTUITIVE
CREATIVE
(Doing)
SOLUTION USING
Carrying Out
Level 3
(Doing)
PROBLEM SOLVING
Initiating -- Beginning to Act
Level 2
Consider your
VALUE SYSTEM
CLARIFICATION
List advantages & dis.
of Alternative #1
(Evaluate payoff)
List advantages & dis.
of Alternative #2
(Evaluate payoff)
List advantages & dis.
of Alternative #3, etc.
(Evaluate payoff)
CHOICE
Take Alternative #1
Take Alternative #2
Take Alternative #3
CRYSTALLIZATION
Collect infor-
mation - List
Alternatives #1,
#2,#3,#4, etc.
EXPLORATION
Define problem
"LEARNING ABOUT"
Problem Forming
Level 1
MILLER-TIEDEMAN PYRAMIDAL
MODEL OF DECISION-MAKING
COMPREHENSION

Next, Miller-Tiedeman added the four anticipatory states of the Tiedeman-O'Hara decision-making model to the lower block of the pyramid in order to remind herself and her students that it is understanding of these states which students are raising to what she now calls Level 4 in her pyramid, i.e. solution reviewing, thinking about, doing with awareness. Miller-Tiedeman also recognized that students had to be forced to look at what they have done (by a breakthrough backwards) and are doing now (a breakthrough now) if they are to advance toward doing something differently in the future (a breakthrough forward). Miller-Tiedeman therefore adopted the eight decision strategies isolated by Dinklage (circa 1969) and began to use those as the means to make students aware of the style of their momentary decisions. In Figure 2, she also indicates for students that they avoid the problem forming condition and miss the doing with awareness state when they decide with styles of agony, impluse, delay, paralysis, fatalism, or compliancy rather than with styles of known intuition or planning. Finally, Miller-Tiedeman found it useful to divide the solution using category in two, allowing for a doing or carrying out phase which doesn't go much beyond the doing phase of problem solving, and for its link with doing with awareness which is a solution reviewing condition involving thinking about the problem.

The Miller-Tiedeman hypotheses about how youths can raise decision-making development into their awareness have been used for two years at DeKalb High School. Miller-Tiedeman (1974) has also generated a set of materials to teach the concept, as well as instruments for measuring career maturity, time, and movement in the use of more thought in the decision-making process.

In her Deliberate Decision-Making Education Program which she is formatively evolving for middle, secondary, community college, and university school students, Miller-Tiedeman teaches students (1) the anatomy of a decision; (2) how the strategies one uses effect how she or he uses that process; (3) how to practice self-remembering (Ouspensky, 1971), that is how to consider one's decision behavior retrospectively and how first to understand and then to change behavior; (4) how to relate one's time use to her or his decision-making behavior; and (5) how to relate one's use of time to his or her current value system, while thinking about the strategies she or he is using. Miller-Tiedeman then takes common examples such as (1) college choice, (2) major in a college, (3) situations with friends, (4) sexual relations, (5) drugs, (6) consumer

behavior, and (7) free time. She then has students run them through the four stages: exploration, crystallization, choice, and clarification of Level I (problem forming). Since according to this model students cannot always identify their problems if they are not using the four levels predicated on intuitive or planning decision-making strategies, it is apparent that a student has considerable difficulty gathering information about something he or she does not know exists as a problem. Before another's information can be useful to an individual, the individual has to have a reasonably developed capacity for cycling decisions through the four stages of the pyramid. This is an extremely important concept to study in problem forming as the entire decision-making process is stopped if one cannot define his or her problem.

Although the Miller-Tiedeman Deliberate Decision-Making Education Program is consistent with the structure which has been developed in this paper, the Program is not the only one which is involved in instruction in decision-making. (It may, however, be the only one involved in instruction in decision-making development.) For instance, the Appalachia Educational Laboratory (circa 1973) is developing a decision-making education program under the direction of David Winefordner. Minor (1970), in collaboration with Super, constructed an Educational and Career Exploration System (ECES) in which consciousness of decision-making is an expected outcome (Bohn, 1970). Friel (1972) subsequently designed a counselor and student guide for acquiring career decision-making skills while using ECES. Harris (1972) has constructed the Computerized Vocational Information System by which consciousness of decision-making has also been increased and is currently developing system DISCOVER which will even more deliberately seek this outcome. Katz (1969) has constructed the System for Interactive Guidance and Information (Katz, Chapman, and Godwin, 1972) which also expects to raise decision-making into consciousness. Krumboltz (with Schroeder, 1965, 1973) has a behaviorally focused system which successfully teaches students to increase their thoughtful behavior. Gelatt, Varenhorst, and Carey (1972) also have a successful system of teaching decision-making through valuing. Most of these systems differ from the Miller-Tiedeman Program in that they largely desire mastery of just the logic of decision-making, while the Miller-Tiedeman Program desires mastery of the psychology of decision-making development. The Krumboltz system focuses on what you do as basis for changing what you want to be just as the Miller-Tiedeman Program does. In addition, Miller-Tiedeman seeks comprehension of concepts as a goal, not just

modification of behavior as Krumboltz does.

GENERALIZING CONSCIOUSNESS OF DECISION-MAKING DEVELOPMENT

Structure. We are advancing the view that deciding to choose must ultimately be put into superordinate relationship with choosing to decide, deciding in order to choose, and choosing in order to decide if persons are to have an adequate sense of career constructionism. We have so far defined choosing in order to decide and reported literature of relevance to that topic. Choosing to decide first has to be superordinated to deciding in order to choose and choosing in order to decide; the comprehension of decision-making development in the microcosm of daily experience has to be subordinated to comprehension of first choosing to decide in the macrocosm of life and this in turn has to be subordinated to deciding to choose in that same macrocosm of life. In order to develop an internally consistent system in which this subordination first of choosing in order to decide to deciding in order to choose, and then of deciding in order to choose to choosing to decide, and finally of choosing to decide to deciding to choose, we first considered styles and states of decision-making and next proposed how decision-making and its development had been and could be raised into consciousness. This section concludes consideration of consciousness generalization to decision development, the locus of career constructionism in our view. How does deciding to choose develop superordinately to choosing to decide?

An Abelian Group Model of the Constructed Self. The person becomes conscious of his or her self through the cyclic process of partial integration to a new desired or required condition, differentiation of the new condition, and re-integration of the new condition into the general system. This latter condition corresponds to what Piaget (1971) calls de-differentiation.

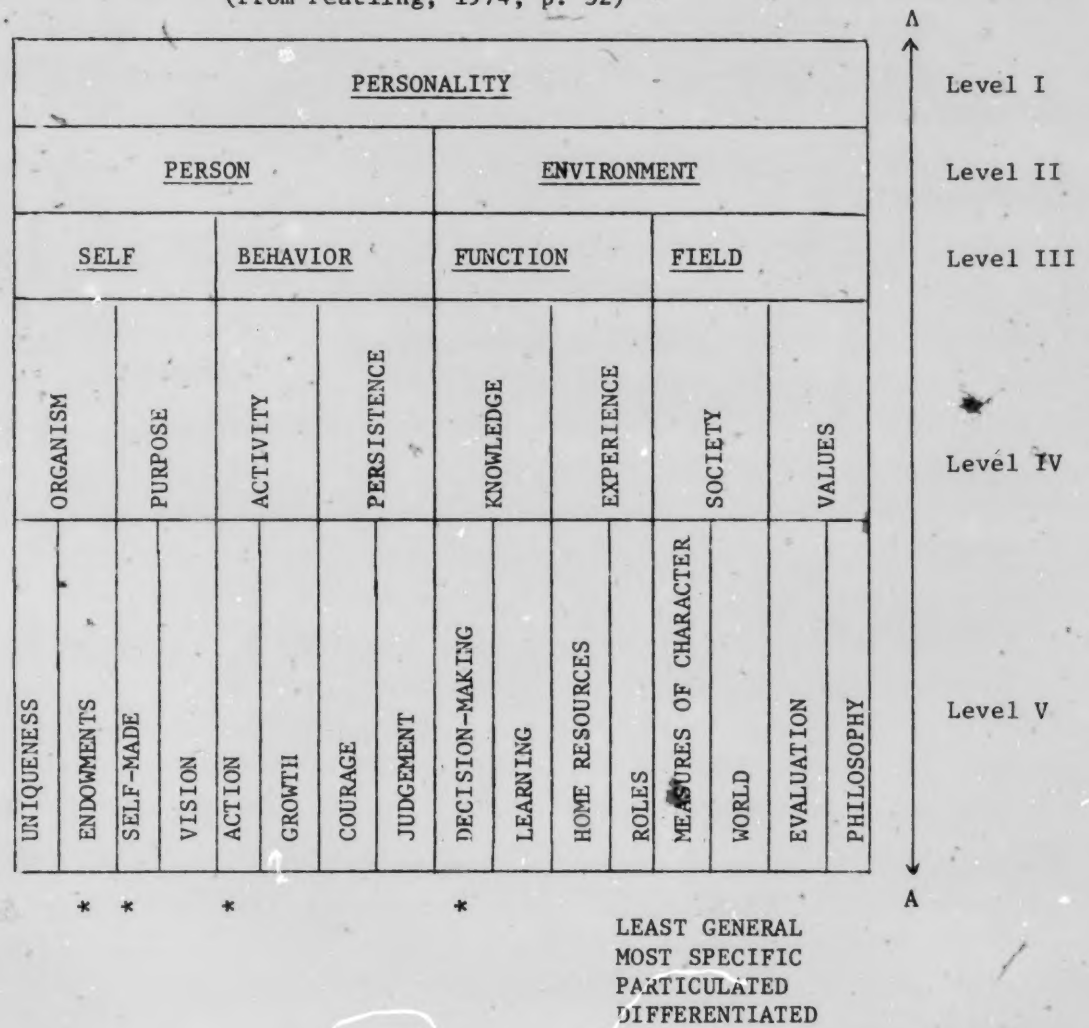
A theory of career constructionism must be grounded in a theory of self-constructionism since the career is one part of the self. Peatling and Tiedeman (1974) have hypothesized an Abelian Group of five elements and levels as grounds for the constructed self. The Peatling-Tiedeman group is co-extensive with Ligon's (1970) mathematical group theory. In this regard, the Peatling-Tiedeman theory is based in over thirty-six years of character research which Ligon and many colleagues put into isolation of his mathematical group. However, Peatling and Tiedeman organized the elements into a hierarchy which has the properties of an Abelian Group. Their Abelian Group yields the five-level hierarchical model of personality shown in Figure 3.

Figure 3

AN HIERARCHICAL MODEL OF PERSONALITY

MOST GENERAL
LEAST SPECIFIC
INTEGRATED
DE-DIFFERENTIATED

(from Peatling, 1974, p. 32)



LEAST GENERAL
MOST SPECIFIC
PARTICULATED
DIFFERENTIATED

The Abelian Group model of the constructed self satisfies the following definition of a mathematical group:

> "A group is a set of elements together with an operation which satisfies the four axioms (of Closure, Associativity, Identity, and the Inverse). The elements...may be any sort of object or transformation, including numbers, vectors, physical motions, and geometric spaces. The operation...may be algebraic or geometric,

including addition, matrix multiplication, and rotation." (Hammond, 1973, pp. 146-147)

The Peatling-Tiedeman hierarchical group model of the structured self consists of elements which can be identified by the expansion of the polynomial (I+a) (I+b) (I+c) etc. at any level, provided the first level is understood to consist of the element I and the second level to consist of just the element I and the first generator element, "a," and so on.

In Figure 3, movement from one level to another involves one of two operations. Movement from a more general to a more specific level requires the operation of differentiation; from a more specific to more general level, that of de-differentiation. It is interesting in this group to trace a specific level (a differentiated condition) up through its more general levels. For instance, at the fifth level of specificity uniqueness has differentiated out of the elements personality, person, self, and organism respectively. The endowments element (beside uniqueness in Figure 3) has similarly differentiated from the same lower order elements with the exception that, as we shall next show, endowments is the finally differentiated generating element from environment, not person. In this regard, uniqueness is a specifically personal element while endowments is an environmentally interactive personal element.

An interesting implication of Figure 3 arises from association of the pairs of elements at its principal division, the line separating person and environment at Level II and extending down through the figure. These associations are person and environment at Level II, behavior and function at Level III, persistence and knowledge at Level IV, and judgment and decision-making at Level V. If we consider the potential correspondence of the element personality at Level I with that of basic trust in the Erikson (1959) formulation to be credible, then these associations have an interesting correspondence to the identity crises which he ascribes to each of the first five levels of his psychosocial model of identity formation, namely, basic trust in infancy, autonomy in early childhood, initiative in the play age, industry in the school age, and identity in adolescence. The initial differentiation of the decision-making generator at Level II at the person and environment interface can then be imagined to have correspondence with working through the psychosocial crisis of autonomy. The second differentiation of the decision-making generator at Level III is then primarily associated with the

intrapsychic and extrapsychic interface of behavior and function, a possible analogue of the Erikson crisis of initiative in the play age. The third differentiation of the decision-making generators at Level IV is primarily associated with the intra and extrapsychic interface of persi[illegible] and knowledge, the analogue of the Erikson crisis of industry in [illegible] school age. Finally, the fourth differentiation of the decision-making generator by itself at Level V is associated with the intra and extrapsychic interface of judgment and decision-making, the analogue of the Erikson crisis of identity in adolescence. This potential correspondence both elaborates on the differentiations predictable from the Abelian Group (but not from the Erikson psychosocial theory of identity development) and suggests that the Abelian Group model of sixteen elements as currently advanced by Peatling and Tiedeman is a model of personality differentiation and de-differentiation currently truncated at adolescence. This further suggests the need to extend the Abelian Group model to the Erikson periods of the young adult age, the adult age, and the mature age in which the psychosocial crises of intimacy, generativity, and integrity are finally worked through. Such extension is possible in the Abelian Group model. The presented model merely needs expansion to include seven generators in addition to the I or identity element rather than its current four generators. The crises of intimacy, generativity, and integrity as inferred from the Erikson model provide interesting hypotheses as to the elements which are possible at the intra and extrapsychic interface in the expanded group model. For instance, the intimacy analogue of the Erikson model would involve elements of interdependence in self which are not yet differentiated in the five generator group model, while generativity suggests need for elements of creativity which are so far largely concentrated in the uniqueness element of the five generator group model, and integrity suggests the movement of the philosophy element into the intrapsychic area through the eighth generator.

CHOICE AND DECISION DEVELOPMENT

We postulate that deciding to choose and choosing to decide generalize from the comprehending of decision-making development which occurs while deciding in order to choose and choosing in order to decide (according to the Peatling-Tiedeman Abelian Group model of the constructed self). But how does vocational choice develop and how can knowledge of that development generalize to comprehension of decision and choice development?

Natural Development of Vocational Choice. Crites (1969) reports a thorough and well organized review of the literature on the stages in the development of vocational choice, a combination of choosing in order to decide and deciding in order to choose in our framework. In his review he first incorporates and integrates the more general work of Buehler (1933) on life stages, Havighurst (1953) on developmental tasks, Ginzberg, Ginsburg, Axelrad, and Herma (1951) on the development of occupational choice, Super (1953, 1957) on career development, and Miller and Form (1951) on work periods. All this work suggests that vocational choice goes through stages in its development. But the work also suggests that investigators vary in how they characterize stages.

Despite these variations in conception, some order appears in the several systems if one places the developmental stages of Erikson (1959) and the person/environment differentiations of the Abelian Group model, neither of which were incorporated into the Crites review, alongside those of Super (1957) and Ginzberg, et al. (1951), which were included in the Crites review. Aligned, the four theories suggest the following existential evolution in decision and choice development:

TABLE 3

THE EVOLUTION OF DECISION AND CHOICE DEVELOPMENT

Life Period	Erikson's Psycho-social Crises	Peatling and Tiedeman's Person/Environment Differentiations	Super's Career Development Stages	Ginzberg, Ginsburg, Axelrad, and Herma's Periods of Occupational Choice
Infancy	Basic trust	Personality	Growth	-----
Early childhood	Autonomy	Person/Environment	Growth	-----
Play age	Initiative	Behavior/Function	Growth	Fantasy choice
School age	Industry	Persistence/Knowledge	Exploration	Fantasy choice
Adolescence	Identity	Judgment/Decision-making	Exploration	Tentative choice Interest sub-stage Capacities sub-stage Values sub-stage Transition sub-stage
Late Adolescence	-----	-----	Transition from school to work	Realistic choice Exploration sub-stage Specification sub-stage Crystallization sub-stage
Young adult	Intimacy	-----	Trial	-----
Mature age	Generativity	-----	Establishment	-----
			Maintenance	
Retired age	Integrity	-----	Decline	-----

The above chart emphasizes some of the distinctions among the several theories. Erikson's psychosocial theory of identity formation is a general theory dealing with the entire personality. Erikson nicely puts his meaning of identity in the following sentence: "It is this identity of something in the individual's core which is under consideration here, for the young individual must learn to be most himself where he has come to mean most to others; those others--to be sure--who have come to mean most to him." This sentence puts squarely on the line that it is this "us" in "others" which is identity. This is why we, Peatling and Tiedeman, and Tiedeman and O'Hara, have been determined to deal with career constructionism as a transactional, not just as a reactional system as is the AIR social learning theory of career decision-making. Tiedeman and O'Hara made considerable use of Erikson's theory of identity formation to create a personality base within which their consideration of career as the comprehended position from which deciding to choose and choosing to decide can transpire. We have taken this context for this paper. Peatling and Tiedeman made this more explicit in their Abelian Group model. The above table suggests that our context is not at all inconsistent with Super's or Ginzberg's contexts. Super's structure has formal time correspondence with the Erikson and Peatling-Tiedeman structures. Super is concentrating only on vocational development through analysis of occupational choice and progression while Erikson and Peatling-Tiedeman are concentrating on how the person can develop the psychological stores which are needed to choose to decide about anything. Ginzberg and his colleagues, on the other hand, singularly concentrate on occupational choice. They, therefore, foreshadow Super's vocational development schema beyond that period.

After outlining what little is known about the general stages of vocational development Crites then summarizes research on stages in the vocational choice process. Fantasy, tentative, and realistic periods of the Ginzberg model are all considered. This part of his review gives extensive attention to the work of O'Hara and Tiedeman (1959) on the sub-stages of occupational choice in the tentative period of the Ginzberg model. O'Hara's and Tiedeman's findings challenged the order but not the existence of most of the Ginzberg sub-stages. Tierney and Herman (1973) have in their turn questioned some of the findings of O'Hara and Tiedeman but since their methods differ, as Tiedeman (1973) pointed out, their challenge was not a serious one. The reader is referred to Crites (pages 186-198) for a fuller account of all

this research. Crites (1969) summarizes it as follows:

> The most striking conclusion which emerges from this review of theory and research on the stages in the choice process is that theory has far outstripped research. We have a fairly comprehensive conceptual framework of the stages through which an individual supposedly passes in arriving at a choice, but only a few of the objective details are filled in. Among these are the age boundary for the end of the fantasy stage, which is approximately 13 years, and the crystallization and specification of choice in the realism period, which takes place between the ages of 18 and 21 in normal vocational development. There is some evidence that choices (i.e. choosing in order to decide in the authors' framework) become more realistic as the individual matures, but exactly when and how are questions which remain to be answered. The study by O'Hara and Tiedeman represents an orientation which may produce the necessary data, but many more well-designed and properly executed investigations are needed before our knowledge and understanding of the stages in the choice (choosing in order to decide in the authors' framework) process will be satisfactory. Similarly, direct tests of the framework proposed by Blau et al. (1957) for conceptualizing the process of occupational entry must be made. What indirect evidence is available from studies of job applicants and employers tends to support the hypothesized immediate determinants of induction into the world of work, which they have delineated, but little is known about the conditions which affect them and the nature of the interactions between them. (p. 198)

As noted above, Peatling and Tiedeman (1974) have made a major conceptual advance in organizing the elements of decision and choice development which must arise by young adulthood if the capacities of self constructionism are to generalize to career constructionism. The Peatling and Tiedeman theory somewhat belies Crites' conclusion that vocational psychologists are long on theory and short on research: their theory stems from the more than thirty-six years of research in character conducted by Ernest Ligon and his colleagues in the Union College Character Research Project.

Maturation of Vocational Choice. Over the past two decades, vocational psychologists have been evolving the concept of vocational maturity in order to delineate and measure some basic concepts of vocational development. At the present time, the American College Testing Program (1972), Crites (1973), the Educational Testing Service (1958), Gribbons and Lohnes (1968), Super, Bohn, Forrest, Jordaan, Linderman, and Thompson (1971), and Westbrook (1970) all have published inventories of vocational maturity. Westbrook (1974) has published a very useful comparison of these inventories which characterizes their items in the following categories:

I. Cognitive domain (what the learner knows)
   A. Individual attributes
   B. Occupational information
   C. Job selection
   D. Course and curriculum selection
   E. School and career planning
   F. School and career problem solving

II. Psychomotor domain (what the learner says he has done)
   A. Involvement in career planning activities
   B. Involvement in wide range of worker activities
   C. Involvement in activities related to preferred occupations

III. Affective domain (attitudes, preferences, and perceptions of learner)
   A. Attitudes
   B. Preferences
   C. Perceptions

Westbrook gives a more comprehensive report on the content in each of the above sections on pp. 177-180. Table 4 gives Westbrooks' rather comprehensive view of how the six available inventories compare in their coverage of the cognitive, psychomotor, and affective domains. There is not much in common among these inventories.

Cultivation of Decision and Choice Development. In the Peatling-Tiedeman Abelian Group model of the constructed personality depicted in Figure 3, the generating element of each more differentiated level enters on the environment side of the principal dividing line beneath personality. For instance, at Level II, the first generator element to enter the group is the element environment. Then at Level III, the second generator element enters as function. Analogously, the third generator element enters as knowledge in Level IV while the fourth generator element enters as decision-making in Level V. This depicts decision-making as a particularly interesting structure, fundamentally consisting of personality, environment, function, and knowledge.

TABLE 4

Items in Each Category of Behaviors on Career Development Tests (from Westbrook, 1974, p. 175)

	Category of Objectives												
	Cognitive Domain						Psychomotor Domain			Affective Domain			
Test	1A	1B	1C	1D	1E	1F	11A	11B	11C	111A	111B	111C	Total Items
Assessment of Career Development													
Number	4	78	7	5	13	14	25	90	12	1	10	8	267
Percent	1	29	3	2	5	5	9	34	4	0	4	3	
Career Maturity Inventory													
Number	20	20	20	0	45	28	6	0	0	5	5	1	150
Percent	13	13	13	0	30	19	4	0	0	3	3	1	
Career Development Inventory													
Number	1	33	2	0	5	3	22	0	11	0	0	14	91
Percent	1	36	2	0	5	3	24	0	12	0	0	15	
Cognitive Vocational Maturity Test													
Number	0	105	15	0	0	0	0	0	0	0	0	0	120
Percent	0	87	13	0	0	0	0	0	0	0	0	0	
ETS Guidance Inquiry													
Number	13	10	0	10	1	0	0	0	0	0	0	0	34
Percent	39	29	0	29	3	0	0	0	0	0	0	0	
Readiness for Vocational Planning													
Number	9	10	4	18	0	0	0	0	0	3	3	0	47
Percent	19	21	9	39	0	0	0	0	0	6	6	0	

Barber (1974) has proposed educational goals of decision-making at each of several developmental levels which reflect both the level-specific elements in the structure of the Abelian Group model and the intra-level-specific interactions of the element multiplication matrixes of Levels I-IV. In her schema, which is presented as Chart 1, Barber presents educational goals (see column with that label) for each of four developmental levels, pre-primary and primary, intermediate, middle school, and secondary school. (See column labelled "grade level.")

Chart I

DEVELOPMENTAL CURRICULUM FOR DECISION-MAKING

Grade Level	Level of Specificity and Behavior	Educational Goals	Curriculum		
			Now Available	In Preparation	Planned
Preschool	Functioning (choice-making)	1) The child can learn about self by practicing making choices	Focus, Stage One: Awareness, Magic Circle techniques	CRP book for teachers of nursery school CRP book for parents of 2-3 yr.-olds	
Kindergarten to Grade 2		2) The child can learn about the world by practicing making choices	DUSO Kit D-1; Magic Circle techniques; Dimensions of Personality	CRP book for teachers of nursery school CRP book for parents of 2-3 yr.-olds	
Elementary Grades 2-6	Knowledge (decisions)	1) The child can gain knowledge of self	Focus DUSO D-2		
		2) The child can gain knowledge of purposiveness	DUSO D-2		CRP Projects on Goal-setting
		3) The child can gain knowledge about social interchange	DUSO D-2, Dimensions of Personality		CRP Projects on Evaluating Feedback
		4) The child can gain knowledge about values	Value clarification; Guidance Association filmstrips		CRP Projects on Persistence, CRP Projects of Skills for Evaluation
Middle Grades 6-9	Expanded Knowledge (decisions)	1) Learning about self in decision-making	Miller-Tiedeman Pyramid		
		2) Learning about the best use of attributes and abilities	CRP's Describing Personality; Interest Inventories		
		3) Learning about persons as resources, and improving self-image			CRP Projects
		4) Learning about life purpose	CRP's Vision Finder; Time Game – Miller-Tiedeman		
		5) Adjusting to peers and adults			
		6) Broadening perspective of world	Field Trips; Community Activities		
		7) Developing persistence and courage to evaluate in decision-making	Deciding, Time Game	CRP decision-making projects	
		8) Identifying own values and values of others	Deciding	CRP decision-making projects	
Senior High Grades 9-12	Decision-Making (decision-making)	1) The student recognizes that decision-making is one's own	Miller-Tiedeman Pyramid		CRP's Research Game
		2) Decisions depend upon: The relationship between what one is able to do and what is being learned	Standardized tests; Educational counseling; CRP's Purpose for Your Life		CRP's Research Game
		3) The relationship between the person one believes one's self to be and how that person uses the resources that are available.	CRP's Describing Personality; Self-Concept Profiling Technique (SCPT), O'Mahoney	CRP's Love is Not Enough	CRP's Research Game
		4) The relationship between the person one believes one's self can become and the roles that are now played	CRP's Purpose for Your Life	CRP's Love is Not Enough	CRP's Research Game
		5) The relationship between the activities in which one takes part and the sense of how one "fits" in the world	Group Counseling; Sense of Career Future class – Miller-Tiedeman	CRP's Love is Not Enough	CRP's Research Game
		6) The relationship between how mature one can be and the breadth of a world perspective			CRP's Research Game
		7) The relationship between willingness to take risks and the ability to make evaluations.	CEEB's Deciding	CRP's Love is Not Enough	CRP's Research Game
		8) The relationship between one's best judgment and one's value system.	CRP's How to Stand Up for What You Believe; SIGI; CRP's Purpose for Your Life	CRP's Love is Not Enough	CRP's Research Game

(from Barber, 1974, p. 26)

The undifferentiated elements of decision-making, namely environment at the first undifferentiated level of the Abelian Group, and functioning and knowledge (see column labelled "Level of Specificity and Behavior in Chart 1), are used to define attainable educational goals for decision-making at each of the appropriate levels. Barber further specifies relevant existing teaching materials for goals when possible, or notes where work is needed when a row is blank in one of her "Curriculum" columns. Barber is also currently constructing specific instruments and curricular materials needed to achieve each of the goals in Chart 1.

DECISION AND CHOICE PROCESSES AND CAREER

Webster's Third New International Dictionary offers the following meanings, among others, for the word "career":

> CAREER...1 a : COURSE, PASSAGE...2...c : the way or route over which one passes 3 : a course of continued progress (as in the life of a person or nation) : a field for or pursuit of consecutive progressive achievement esp. in public, professional, or business life 4 : a profession for which one undergoes special training and which is undertaken as a permanent calling... : an occupation or profession engaged in as a lifework...

We trust it is apparent that the specialized meanings which vocational psychologists give the word "career" are the later meanings in the Webster list, not the earlier meanings. In its general sense, "career" means "course," particularly "a course of continued progress," hence "passage." These kinds of meanings are as essential as the occupational or lifework meanings which a person must assimilate through career education. With occupations changing more and more rapidly, a person is almost certain to engage in more than one occupation in her or his life. But, the "career" which a person must anticipate is not alone a progression of several occupations, it is also a way for the person to derive meaning from non-occupational as well as occupational activity as a life work. Career is as much in the unity which one gives to what she or he does as it is in the pathways which psychologists, sociologists, and economists imagine to be those of optimum combinations of occupations.

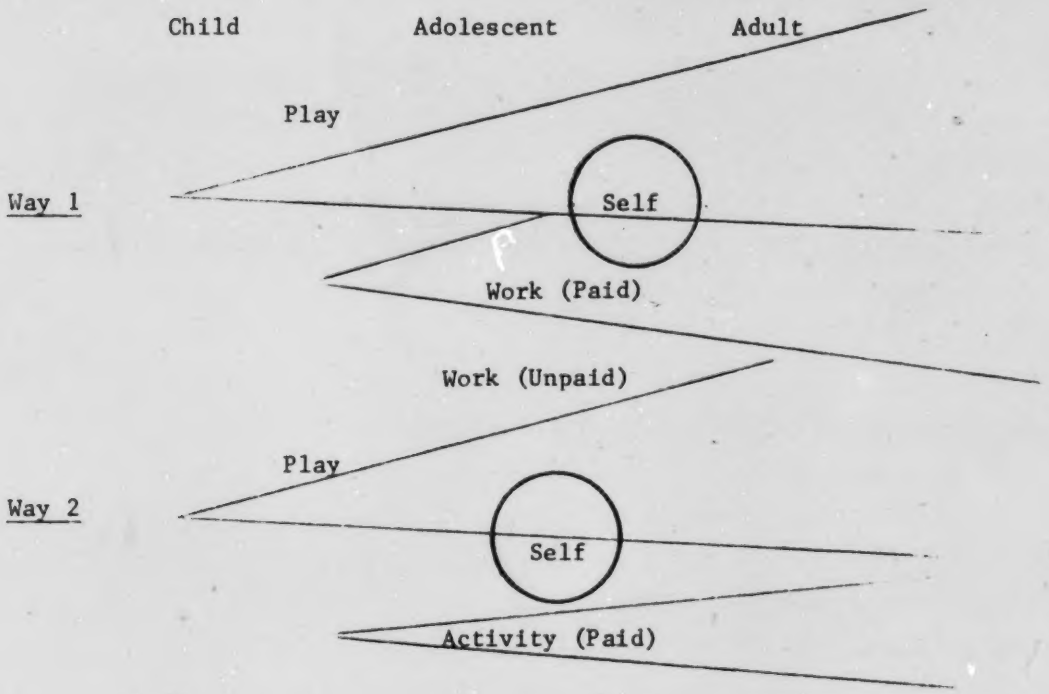
There are major consequences of taking a broad rather than a narrow view of career for the degree of potential resident in the infusion of career into education in the infancy of career education. For instance, a good deal of

current career decision-making education assumes that a student has already defined his or her problem and that all the student therefore has to do is to collect information about his or her job interests. Presently, career decision-making education also assumes for the most part that all people want to work or have to work. The presumed consequence of this assumption is that all one has to do is collect information about jobs and career problems will then be resolved. However, the primary career decision-making problem may not be selection of job; it may be development of self. Career constructionism issues might need resolution before job concerns have any saliency whatsoever. But even if this is true, then what kind of a decision-making process does an individual use when she or he is getting ready to buy a house? Considering whether to re-locate or not? Where do the skills come from for this kind of decision? For the choice to decide itself? If we look at the long term condition of the young person on whose job decision-making we have focused and see where this individual is in five years, can we still feel good about the skills we have given him or her, or does he or she have practice only in job choice? Can we even say he or she knows much about decision-making?

Work is good for mental health as well as for monetary return. However, what may be work to one may be play to another and vice versa. As we look at young people now and prepare them for life tomorrow, we therefore need to be careful in our definition of work, as work can be paid or unpaid, and can be done as part of a full time job or may be done as an avocation. In fact young people today may consider what we have in the past called work only as an <u>activity</u> that gets one monetary reward for the significant <u>work</u> she or he does in her or his remaining free time. And this free time may be changing considerably, as an individual may in the future only be engaged in the <u>activity</u> twenty hours a week, while being engaged in her or his <u>work</u> the remaining time.

There are two ways an individual can go as he or she grows and develops:

Figure 4



Students are short-changed when we ask them to make career decisions without both a generalized decision and choice framework in which to make those decisions and an understanding of the anatomy of a single decision in order to choose. In medicine we study the different parts of the body, their functions and their relationship to the total person. We do that so we can more effectively doctor the whole man. If we are analogously to give students a complete understanding of their decision and choice systems, then we have to study the parts of a decision and choice, noting how use of various parts effects the whole decision and choice situation. It would be unfortunate if a doctor was extremely knowledgeable about the heart but knew nothing about the kidneys, the liver, and the remaining parts that interact in ways which alter the heart's functioning. We consider such knowledge a matter of life and death. But knowing about only a career decision without knowing the anatomy of deciding to choose can also be a matter of life and death. That is evidenced by the situtation in which young people and adults continually find themselves. In fact, educating for only career decision-making exemplifies incomplete knowledge of the structure and

process of decision and choice--doctoring only the parts, not the whole man. If one knew that structure and process, and if one truly comprehended problem forming activity, one would know the narrowness of career decision-making in the absence of awareness of career decision and choice development. Instead of this narrow view of career decision-making, we need to give young people a better sense of their own individual greatness and possibility, and a feeling that they do have control over what happens to them and that they can MAKE their lives happen as opposed to just LETTING them happen. Instruction in the transaction of deciding to choose, choosing to decide, deciding in order to choose, and choosing in order to decide, is a must in our day.

Major Testable Hypothesis and Implications

We initiated the attack on our assignment by stating a major testable hypothesis broken down into seven propositions and an assumption to the effect that (1) deciding to choose, choosing to decide, deciding in order to choose, and choosing in order to decide must be conceived transactionally. Decision presumes choice if action is to be guided by reason. This reciprocity exists in both the microcosms of more immediate implementative decisions as well as in the more cosmic decision of choosing to decide. We then went on (2) to outline models of choice and decision which have so far been the heart of scholarship and intervention in career decision-making. We then took the other side of the coin, considering (3) that choosing to decide first has to become a structure in which deciding in order to choose becomes subordinated and finally that choosing to decide eventually has to be subordinated to deciding to choose. Structures to regularize the discharge of functions in complex systems therefore next came into prominence. We then (4) explicated the styles and states in which people can be in relation to decision-making development, the subordinate part of choice development. The game then became determining (5) how induction, reformation, and integration, which can be a learned part of the microcosm of momentary decision, generalize integratively with the macrocosm of hierarchically enlarging understanding of choice development within decision development. Once again functions have to become differentiated at each stage so that they will de-differentiate at a later and more complex stage in which functions are discharged by structures. A Deliberate Decision-Making Education Program was described in which persons

have been helped to experience the cycles of differentiation and de-differentiation in microcosmic decision with the result that they become more conscious of development in their decision processes. The increased consciousness of the developmental phenomenon in the microcosm of momentary decision can (6) transactionally become generalized to increased consciousness of decision and choice development following an Abelian Group model of the constructed self. (7) Several occupational, vocational, and self development schemas attest to this conviction and partially validated fact. Finally, the more common meanings of "career" demand (8) that we attend to career decision-making, not merely as the acquisition of a career decision, but as the additional acquisition of career choice and decision-making skills which sustain a person with confidence that she or he understands herself or himself and what is happening to her or him. Career is only a path, and only a vaguely directed one which is only partially comprehended at any time; it is never a perpetually fixed and utterly clear goal.

What then of our issue: namely, what has been done and what still needs doing to test this hypothesis? We were careful in explication of our argument to indicate wherever possible what we knew had been done about each of our first seven propositions. Our eighth proposition or assumption constitutes an article of faith which still needs careful weighing by the individual engaged in research in career decision-making. Research in career decision-making has in the past all too frequently been guided by the assumption that because we know little or nothing about decision-making, any empiric study of some aspect of decision-making whatsoever is justified. We have deliberately constructed this review of our topic to suggest not only that much is not known about decision-making, but that comprehension of choice and decision-making development is attainable by each individual in the course of his or her life. We took this tack because the assumption that we know nothing is of little or no avail to a person seeking to understand those great functional powers which are humankind's: to think and to believe that one can guide action--even a little bit--by thought. If we are to facilitate comprehension of both choice and decision-making development, we must act as if the condition is always knowable even if not fully understood by us at the moment. We believe that the structure we adopted for this review not only depicts comprehension of choice and decision-making development as knowable; we believe we have also shown that a little is already known about both processes and how

to facilitate comprehension of either or both.

But what of AIR's original questions? It's time to bring them back on the scene one by one.

1. Are there different types of career decision-makers? Yes. People are momentarily or more fixedly at one decision-making stage or another about a number of decisions and therefore appear at any moment as a variety of decision-maker types.
2. Are there different types of career decision-making processes? Yes.
3. Are there different processes for different target groups? Probably. But don't forget that comprehension of choice and decision-making development is possible to every person. It may take different intervals, sequences, and means to help various persons attain such understanding. The greatest problem is likely to be any cultural antitheses to Western European subscription to the principle of establishing one or more time economics during life.
4. Are there different stages and/or phases, or identifiable developmental tasks and requisite skills, that facilitate career decision-making? Yes. This point was extensively covered in this paper.
5. Are there different types of career decisions? Yes. This paper provides a framework for many different types.
6. What are the implications for interventions? We consider the most important implication for intervention to be the necessary general differentiation of the choice process from the decision process and its later re-integration into the decision process. We have found that adolescents can master the decision process used in momentary decisions fairly readily in about 10-12 weeks of daily instruction. But what takes extensive attention and repeated help is comprehension of <u>development</u> in the decision and choice processes. However, in either case, note that it takes time for comprehension to arise. And it also takes a process of facilitation which is gradually coming into focus. The process is to catch a person in decision and to help him or her generalize to more remote decisions a minute at a time, to keep our simile. A person really needs a working conception of infinite time and space which is masterable in the finite limits

of life and neighborhood in order to move forward in the stages of comprehending decision and choice development. Such a conception arises, in our judgment, by people turning the microcosm of deciding in order to choose about momentary events into the macrocosm of deciding to choose life by mastering the process of choosing to decide and deciding to choose (Frankl, 1963).

7. What key research and development questions are suggested by this issue?

We have presented our model as a major testable hypothesis. The discerning reader has undoubtedly noted the multitude of places where our assumptions have logic but limited empiric base, if any. We therefore refrain from listing the many empiric investigations needed of such points. However, we do want to underscore the importance of studies that seek to broaden the concept of career decision-making to general decision-making (assuming that one wants to educate for many kinds of decision situations, not just vocation) emphasizing career decision-making. We make this comment from experience with our model in the secondary school where we find that young people first identify from where they are and then extrapolate to career where they will ultimately find themselves. For example, career decision-making is not nearly so important to most young people each day as is the decision to attend class, to ask another out on a date, to get involved in sex, etc. So, it is important to begin where the student is and then show her or him the relationship to where she or he might be. Once students understand how decision-making fits into their life, they get excited about career decision-making and creatively awed by all the factors to consider.

Second, we recommend that NIE study the difference between decision-making taught as an intellectual activity and decision-making taught phenomenologically, i.e. as a retrospective activity whereby a student becomes increasingly conscious of and able to identify by strategy how she or he has been deciding and then thinks about her or his value system and the outcomes resulting from what she or he has been doing. This assumes, correctly we believe, that individuals must know where they are before they can direct themselves

elsewhere. (Preliminary data at DeKalb High School on our program indicates that this is the way to insight and then to change.)

NIE ought to organize a thorough research attack on career decision-making using a strategy which involves many investigators in a network of developing studies. We have both a specific study and a way to create the needed network which we suggest. At termination of the Information System for Vocational Decisions by the U. S. Office of Education, Tiedeman and his colleagues made a proposal which suggested three years' operation of the ISVD with subjects cascaded by age in an overlapping longitudinal design. The reason for this suggestion was that Tiedeman and colleagues had just done the best they could to unite a Career Machine (Tiedeman, 1972) with a Counseling Machine (Ellis and Tiedeman, 1969). In addition, Dudley and Tiedeman (1975) had by then completed their basic work on structural functionalism and its comprehension. Persons interacting with the ISVD would therefore have left in its audit trails their conclusions as well as the routes they had taken to arrive at their conclusions. Furthermore, if interaction was arranged at least once a month as recommended, what we herein call the analogue of the ACCOMMODATION function of ISVD would have had numerous instances in which restructuring had occurred, providing data needed to understand the processes of hierarchical restructuring. Finally, the overlapping longitudinal design would have made it possible to study development in the capacity for hierarchical restructuring of career choice and decision-making.

When the ISVD no longer was available for Tiedeman's research, he took to designing in his mind "machines" (systems) which would further the study of hierarchical restructuring in several areas. As indicated before, once Tiedeman had made a statement about a Counseling Machine with Ellis, he wrote a statement about a Career Machine. Next (in 1970) he designed a College Admissions Machine, which needs careful consideration as a model of a system in which those who want value can interact several times with those of power to bestow value so that individual and group satisfaction are <u>both</u> somewhat more likely of attainment. Tiedeman next published

the design of an Educating Research Machine (Tiedeman, 1971), which merges the numeric analysis of interactive systems such as the Management Information System for Occupational Education (Conroy, 1973) with logical analysis of ERIC. The resulting Educating Research Machine design was perfected as an Educating Research Machine Game in collaboration with Miller (Tiedeman and Miller, 1973). Lately, Tiedeman and Peatling (1974) have expanded the Educating Research Machine Game into a Life Research Machine Game; a Game facilitating humankind's search for meaning (Frankl, 1963).

We have no expectation that many will immediately seize upon our small products in specifying machines that will counsel, have careers, engage collaboratively in decision-making embodying logical and numeric analyses, do educational research, and undergird life and career with ethics, the applied science of the art of living (Fromm, 1947). However, we do suggest to the NIE that getting researchers to play games in the design of machines or systems such as we have designated will materially increase our understanding of hierarchical restructuring in choice and decision-making development. Computers don't necessarily have to figure in the play of such games. Computers merely force those who interact to be specific and have the capacity to keep track of what is done to create and resolve problems and issues. These are the kinds of records we need in order to know when hierarchical restructuring has occurred. In addition, we need to know those facts about why and how hierarchical restructuring occurred soon enough after the restructuring so that we have solid data for the empiric study of the process and its development.

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CAREER DECISION MAKING:

CHOOSING, PLANNING, DEVELOPING AND MATURING

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Informal Bibliography Number 42 in the series of the ERIC Clearinghouse in Career Education offers readers abstracts of further resources in career decision-making. It includes abstracts generated by several computer searches of Resources in Education (RIE) and Current Index to Journal in Education (CIJE), and additionally selected for their general applicability or utility. The Bibliography includes three sections: I. Theoretical and Conceptual Framework; II. K-Adult Programmatic Application; and III. Research Findings. A fourth section (selected references in decision and choice processes in careers) forms the bulk of the references for the preceding paper.

I. Theoretical and Conceptual Framework

ED CABSTR
ED 095372

PUBLICATION DATE.. 74

TITLE.. THE COMPUTER AND GUIDANCE IN THE UNITED STATES: PAST, PRESENT, AND A POSSIBLE FUTURE.

PERSONAL AUTHOR.. HARRIS, JO ANN; TIEDEMAN, DAVID V.

DESCRIPTOR.. *CAREER CHOICE; *COMPUTER ORIENTED PROGRAMS; *DECISION MAKING; *SECONDARY SCHOOL STUDENTS; SUCCESS FACTORS; *VOCATIONAL COUNSELING

IDENTIFIER.. COMPUTERIZED VOCATIONAL INFORMATION SYSTEM; CVIS; DISCOVER; INFORMATION SYSTEM FOR VOCATIONAL DECISIONS; ISVD

DESCRIPTIVE NOTE.. 25P.; A PAPER PREPARED FOR THE SYMPOSIUM ON COMPUTER-BASED COUNSELING, 18TH CONGRESS, INTERNATIONAL ASSOCIATION OF APPLIED PSYCHOLOGY (MONTREAL, QUEBEC, JULY 31, 1974)

ABSTRACT.. IN PRESENTING THE STATE OF THE ART OF THE COMPUTER IN GUIDANCE PROGRAMS, IT IS MAINTAINED THAT THERE ARE MANY POTENTIAL USES FOR COMPUTERS IN CAREER DECISION MAKING. FOUR TYPES OF COMPUTER-INVOLVED GUIDANCE SYSTEMS WERE IN USE IN 1970: INDIRECT INQUIRY SYSTEMS, DIRECT INQUIRY SYSTEMS WITHOUT SYSTEM MONITORING, DIRECT INQUIRY WITH SYSTEM MONITORING, AND DIRECT INQUIRY WITH SYSTEM AND PERSONAL MONITORING. OF THE 25 TO 30 SYSTEMS EXISTING THEN, ONLY FIVE REMAIN. THEY ARE DIRECT INQUIRY SYSTEMS, AND ALL BUT ONE ARE DIRECTED TO SECONDARY SCHOOL STUDENTS. THEY ARE COST FEASIBLE, USE STANDARD TERMINAL EQUIPMENT, AND SPECIALIZE IN PROVIDING CAREER DECISION MAKING INFORMATION, RETRIEVAL, SORTING, AND SYNTHESIS. DISCOVER IS THE NEWEST COMPUTER-BASED GUIDANCE SYSTEM UNDER DEVELOPMENT IN THE UNITED STATES. IT DIFFERS FROM OTHER SYSTEMS IN OBJECTIVES, FUNCTIONS, AND POPULATION. FURTHER DEVELOPMENTS IN THE FIELD ARE ANTICIPATED INVOLVING SELF-INITIATED, SELF-DIRECTING, SELF-CORRECTING LEARNING, BASED ON THE THEORY THAT ONLY EACH MAN CAN HELP HIMSELF. (AG)

INSTITUTION NAME.. NORTHERN ILLINOIS UNIV., DE KALB. ERIC CLEARINGHOUSE IN CAREER EDUCATION.

SPONSORING AGENCY NAME.. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 094217

PUBLICATION DATE.. 74

TITLE.. DEVELOPING A MODEL OF OCCUPATIONAL CHOICE.

PERSONAL AUTHOR.. EGNER, JOAN ROOS; AND OTHERS

DESCRIPTOR.. CAREER CHOICE; CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *DECISION MAKING; GRADE 11; INDIVIDUAL CHARACTERISTICS; INSTRUCTIONAL MATERIALS; LITERATURE REVIEWS; *MODELS; *OCCUPATIONAL CHOICE; PERSONAL VALUES; SELF CONCEPT; SHORT COURSES

IDENTIFIER.. BLAU (PETER M); CAREER AWARENESS

DESCRIPTIVE NOTE.. 21P.; PAPER DELIVERED TO THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

ABSTRACT.. REVIEW OF THE LITERATURE IN COUNSELING, SOCIOLOGY, PSYCHOLOGY, AND ORGANIZATIONAL BEHAVIOR FAILED TO YIELD A MODEL SATISFACTORY FOR A COMPREHENSIVE RESEARCH FRAMEWORK INVESTIGATING WHY PEOPLE CHOOSE DIFFERENT OCCUPATIONS. RATIONAL AND IRRATIONAL OCCUPATIONAL DECISION MAKING MODELS WERE UNSATISFACTORY IN CAPTURING THE MANY DIMENSIONS OF THE DECISION MAKING/OCCUPATIONAL CHOICE PROCESS. A MODEL DEVELOPED BY BLAU, GUSTAD, JESSOR, PARNES, AND WILCOCK RESTS ON THE THESIS THAT OCCUPATIONAL CHOICE INVOLVES THE INTERACTION OF THE INDIVIDUAL'S VALUATION OF THE REWARDS OFFERED BY DIFFERENT OCCUPATIONAL CHOICES AND HIS ASSESSMENT OF HIS CHANCES OF BEING ABLE TO REALIZE EACH OF THE CHOICES. EIGHT FACTORS WERE IDENTIFIED AS MAJOR INTERMEDIATE DETERMINANTS OF OCCUPATIONAL CHOICE AND WERE TESTED IN THREE POPULATIONS THROUGH AN INTERVIEW SCHEDULE AND QUESTIONNAIRE. THE PRAGMATIC UTILITY OF THE BLAU MODEL WAS ALSO INVESTIGATED THROUGH CURRICULAR MATERIALS FOR AN 11TH GRADE MINI-COURSE. POSITIVE COMMENTS FROM PARTICIPANT-USERS SUGGESTED FURTHER REVISION OF THE MATERIALS TO ACHIEVE A CONCEPTUALLY AND PRAGMATICALLY USEFUL CURRICULUM FOR IMPROVING THE PROCESS OF OCCUPATIONAL DECISION MAKING. (A 30-ITEM BIBLIOGRAPHY IS INCLUDED.) (AG)

****END OF ABSTRACT****

ERICABSTR
ED 092804

PUBLICATION DATE.. FEB 74

TITLE.. A THEORETICAL SYNTHESIS OF THE OCCUPATIONAL CHOICE PROCESS: TOWARD AN INTEGRATIVE MODEL.

PERSONAL AUTHOR.. FALK, WILLIAM W.

DESCRIPTOR.. *COMPARATIVE ANALYSIS; DECISION MAKING; GOAL ORIENTATION; *MODELS; *OCCUPATIONAL ASPIRATION; *OCCUPATIONAL CHOICE; SYSTEMS ANALYSIS; *SYSTEMS APPROACH; THEORIES; TYPOLOGY

DESCRIPTIVE NOTE.. 18.; PAPER PRESENTED AT THE RURAL SOCIOLOGY SECTION OF THE SOUTHERN ASSOCIATION OF AGRICULTURAL SCIENTISTS (MEMPHIS, TENNESSEE, FEBRUARY 1974)

ABSTRACT.. IN PROVIDING A GENERAL SYSTEMS THEORY APPROACH TO THE STUDY OF OCCUPATIONAL CHOICE TWO MAJOR GOALS ARE: (1) PRESENT A MACRO LEVEL FRAMEWORK IN WHICH EXTANT THEORETICAL APPROACHES AND CONCEPTS MAY BE ORDERED; AND (2) EXPLICATE THE COMPLEXITY OF DEALING WITH ONLY ONE PARTIALLY DEVELOPED SUBMODEL DERIVED FROM THE BROADER MODEL OF RELATIONSHIPS ABOUT STATUS PROJECTIONS. VARIOUS APPROACHES TO THE STUDY OF OCCUPATIONAL CHOICE INCLUDE THE ADVENTITIOUS VERSUS THE DEVELOPMENTAL APPROACH, OCCUPATIONAL CHOICE THEORIES, MACRO MODELS OF OCCUPATIONAL CHOICE, AND CERTAIN CONCEPTUAL CONSIDERATIONS. THERE IS A NEED FOR A BROADER FRAMEWORK, AND A SYSTEMS PERSPECTIVE COULD BE APPLICABLE. A DERIVED SUBMODEL ILLUSTRATES AT LEAST ONE DIRECTION IN WHICH DEVELOPMENTAL OCCUPATIONAL CHOICE THEORY AND STATUS ATTAINMENT THEORY CAN PROCEED. (A 57-ITEM BIBLIOGRAPHY IS INCLUDED.) (AUTHOR/KP)

****END OF ABSTRACT****

ERICABSTR
ED 089598

PUBLICATION DATE.. MAY 72

TITLE.. COLLEGE/CAREER CHOICE: RIGHT STUDENT, RIGHT TIME, RIGHT PLACE. MONOGRAPH 9.

PERSONAL AUTHOR.. MCCAFFREY, KENNETH J., ED.; KING, ELAINE, ED.

DESCRIPTOR.. ADMISSION (SCHOOL); *CAREER CHOICE; *CAREER EDUCATION; CAREER PLANNING; *COLLEGE CHOICE; CONFERENCE REPORTS; CORRESPONDENCE COURSES; *DECISION MAKING; *HIGHER EDUCATION; PROPRIETARY SCHOOLS

DESCRIPTIVE NOTE.. 161P.; PROCEEDINGS OF THE 1972 ACT INVITATIONAL CONFERENCE, IOWA CITY, IOWA, MAY 8-9, 1972

ABSTRACT.. THIS DOCUMENT PRESENTS CONFERENCE PAPERS CONCERNING COLLEGE AND CAREER CHOICE. PRESENTATION TOPICS COVER: THE RIGHT STUDENT TO HAVE OPPORTUNITY AT THE RIGHT TIME TO CONTINUE HIS EDUCATION AFTER HIGH SCHOOL IN THE RIGHT PLACE, MAKING THE OPTIONS FOR STUDENTS MORE MANAGEABLE, STUDENT DECISIONMAKING, AMERICAN EDUCATION AND AN OPEN SOCIETY; HOME CORRESPONDENCE COURSES: PROPRIETARY INSTITUTIONS, COLLEGE DEGREE OPPORTUNITIES FOR ADULTS, THE AMERICAN COLLEGE TESTING CAREER PLANNING PROGRAM, FEDERAL RESPONSIBILITIES FOR CAREER EDUCATION, THE IMPACT OF CHANGING EVALUATION PATTERNS ON COLLEGE ADMISSIONS; AND EXPERIENTIAL LEARNING. (MJM)

AVAILABILITY.. ACT PUBLICATIONS, P. O. BOX 168, IOWA CITY, IOWA 52240 ($3.00)

INSTITUTION NAME.. AMERICAN COLL. TESTING PROGRAM, IOWA CITY, IOWA.

****END OF ABSTRACT****

FRICABSTR
ED 089073

PUBLICATION DATE.. 17 FEB 72

TITLE.. REDIRECTING GUIDANCE AND COUNSELING: A TOP PRIORITY FOR CAREER EDUCATION.

PERSONAL AUTHOR.. WORTHINGTON, ROBERT M.

DESCRIPTOR.. *CAREER EDUCATION; CAREER PLANNING; CONTINUOUS LEARNING; COUNSELING; *COUNSELING GOALS; COUNSELOR ROLE; DECISION MAKING; *DECISION MAKING SKILLS; GOAL ORIENTATION; *GOVERNMENT ROLE; GUIDANCE; GUIDANCE OBJECTIVES; PILOT PROJECTS; *RELEVANCE (EDUCATION); RESEARCH; SCHOOL ROLE; SPEECHES; WORKSHOPS

DESCRIPTIVE NOTE.. 11P.; KEYNOTE ADDRESS AT THE STOUT STATE UNIVERSITY 21ST ANNUAL GUIDANCE CONFERENCE, MENOMONIE, WISCONSIN, FEBRUARY 17, 1972

ABSTRACT.. SINCE IT IS A LIFELONG SYSTEM INCREASING THE RELEVANCY OF BASIC ACADEMIC SUBJECTS, STRESSING DECISION-MAKING, AND ASSURING EVERYONE A MARKETABLE SKILL, THE OFFICE OF EDUCATION BELIEVES THAT CAREER EDUCATION HAS POTENTIAL FOR EFFECTING A COMPLETE RENEWAL OF EDUCATION. THE OFFICE HAS: (1) LAUNCHED SIX PILOT COMMUNITY PROJECTS; (2) ASKED EACH STATE TO PLAN A MODEL (SCHOOL-, HOME-, OR EMPLOYER-BASED, OR RURAL RESIDENTIAL) WITH FEDERAL FUNDS; (3) APPOINTED AN INVESTIGATIVE PANEL OF SCHOLARS; AND (4) CONTRACTED FOR A PROJECT WITH THE UNIVERSITY OF MISSOURI TO HELP STATES ORGANIZE AND CONDUCT IMPLEMENTATION WORKSHOPS IN CAREER DEVELOPMENT GUIDANCE AND COUNSELING. A CAREER EDUCATION THRUST REQUIRES TOP PRIORITY FOR REDIRECTING AND EXPANDING GUIDANCE, COUNSELING, AND PLACEMENT; A BUREAU-PRODUCED CATALOG OF AREAS OF "NATIONAL CONCERN" SUGGESTING THE SCOPE OF ATTENTION AND RESPONSIBILITIES INVOLVED IN A SYSTEMATIC REDIRECTION IS REINFORCED BY ELI GINZBERG'S CRITIQUE OF CAREER GUIDANCE ("FEW SPEND...SIGNIFICANT TIME IN ACTIVITIES DESIGNED TO LEAD TO IMPROVED DECISION-MAKING"). A COMPREHENSIVE AND DEVELOPMENTAL PROGRAM MUST BE DESIGNED FOR OUTCOMES THAT ENSURE FREEDOM OF CHOICE FOR AMERICAN CITIZENS. (AJ)

****END OF ABSTRACT****

ERICABSTR
ED 083494

PUBLICATION DATE.. SEP 72

TITLE.. CAREER DEVELOPMENT SYMPOSIUM.

PERSONAL AUTHOR.. PAPPAS, JAMES P.; AND OTHERS

DESCRIPTOR.. APTITUDE TESTS; *CAREER CHOICE; *COLLEGE STUDENTS; INFORMATION SEEKING; INTEREST TESTS; MINORITY GROUPS; OCCUPATIONAL CHOICE; *OCCUPATIONAL GUIDANCE; STUDENT NEEDS; SYMPOSIA; *VOCATIONAL DEVELOPMENT; *VOCATIONAL MATURITY

DESCRIPTIVE NOTE.. 78P.; PAPER PRESENTED AT THE AMERICAN PSYCHIATRIC ASSOCIATION CONVENTION, 2-8 SEPTEMBER 1972, HONOLULU, HAWAII; RESEARCH AND DEVELOPMENT REPORT NO. 43

ABSTRACT.. THESE PROGRAMS REPRESENT A CULMINATION OF EFFORTS MADE IN THE LAST TWO YEARS BY THE STAFF OF THE COUNSELING AND PSYCHOLOGICAL SERVICES IN ATTEMPTING TO DEVELOP A SERIES OF CAREER COUNSELING "PACKAGES" DESIGNED TO MEET STUDENT NEEDS. THE PROGRAMS WERE BASED ON A THEORETICAL RATIONALE SUGGESTING SIX CLASSES OF FACTORS THAT INFLUENCE THE CAREER CHOICE PROCESS (I.E., CHANGE, PAST EXPERIENCE, PERSONAL CHARACTERISTICS, INTEREST, APTITUDE, VALUES AND THE WORLD OF WORK). FIVE DECISION-MAKING STEPS IN CAREER PLANNING WERE ALSO STATED: IDENTIFYING THE PROBLEM, GATHERING OCCUPATIONAL INFORMATION, EXPLORING VOCATIONAL ALTERNATIVES, SELECTING, IMPLEMENTING AND EVALUATING A CHOICE. GIVEN THESE FACTORS AND STAGES, THE COUNSELORS DEVELOPED MULTIMEDIA AND COUNSELING MODULES (E.G., VOCATIONAL TESTING AND INTERPRETATION, LIFE PLANNING EXERCISES, VALUE IDENTIFICATION, INFORMATION-SEEKING BEHAVIORS) THAT WERE ADAPTED TO SPECIALIZED CLIENT POPULATIONS. VARIANTS OF THESE MODULES WERE PRESENTED TO SEVERAL THOUSAND INCOMING FRESHMEN, MARATHON GROUPS, A CAREER CLASS AND MINORITY STUDENTS. RESEARCH INSTRUMENTS TO ASSESS PROGRAM EFFECTIVENESS INCLUDED MEASURES OF INFORMATION OF THE WORLD OF WORK, VOCATIONAL MATURITY, MOVEMENT TOWARDS A CAREER CHOICE AND INFORMATION-SEEKING BEHAVIORS. IN GENERAL, THE RESULTS SUGGESTED CLIENT DEVELOPMENT IN ALL CRITERIA AREAS. (AUTHOR)

****END OF ABSTRACT****

ERICABSTR
ED 067502

PUBLICATION DATE.. 70

TITLE.. DECISION-MAKING AND VOCATIONAL DEVELOPMENT. GUIDANCE MONOGRAPH SERIES.

PERSONAL AUTHOR.. HERR, EDWIN L.

DESCRIPTOR.. *CAREER CHOICE; CULTURAL FACTORS; *DECISION MAKING; DECISION MAKING SKILLS; *GUIDANCE COUNSELING; INDIVIDUAL NEEDS; PERSONAL VALUES; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; VOCATIONAL INTERESTS

DESCRIPTIVE NOTE.. 92P.

ABSTRACT.. THE PURPOSES OF THIS MONOGRAPH ARE TO: (1) EXAMINE THE INTERRELATIONSHIPS OF DECISION MAKING AND VOCATIONAL DEVELOPMENT, (2) EXAMINE THE CURRENT APPROACHES TO UNDERSTANDING DECISION-MAKING, (3) IDENTIFY THE SPECIFIC EFFECTS UPON DECISION MAKING AND VOCATIONAL DEVELOPMENT OF DIFFERENT PERSONAL CHARACTERISTICS, AND (4) SUGGEST WAYS IN WHICH THE VOCATIONAL DEVELOPMENT PROCESS CAN BE INFLUENCED BY SCHOOL COUNSELORS. ALTHOUGH A DECISION MAY SEEM DISCRETE, IT IS REALLY ONLY A STEP IN A SERIES OF PREVIOUSLY MADE DECISIONS. IT IS INFLUENCED BY MULTIPLE FACTORS WHICH INCLUDE PERSONAL VARIABLES, SOCIAL AND CULTURAL FACTORS, INTERPERSONAL RELATIONSHIPS, AND RELEVANCE OF THE DECISION-MAKER'S REFERENCE GROUP. THE FACILITATION OF VOCATIONAL DEVELOPMENT BY GROUP AND INDIVIDUAL GUIDANCE COUNSELING IS SUGGESTED. THIS MONOGRAPH IS DESIGNED FOR CONSUMERS AS WELL AS FOR GUIDANCE AND COUNSELING PERSONNEL. (AG)

AVAILABILITY.. HOUGHTON MIFFLIN CO., 2 PARK ST., BOSTON, MASS. 02107

****END OF ABSTRACT****

ERICABSTR
ED 062560

TITLE.. CAREER DEVELOPMENT EDUCATION K THROUGH POST-SECONDARY AND ADULT EDUCATION.

PERSONAL AUTHOR.. BOTTOMS, GENE

DESCRIPTOR.. ADULT EDUCATION; *CAREER EDUCATION; CAREER PLANNING; DECISION MAKING; EDUCATIONAL OBJECTIVES; ELEMENTARY GRADES; ORGANIZATION; POST SECONDARY EDUCATION; *PROGRAM DEVELOPMENT; *PROGRAM PLANNING; SECONDARY GRADES; STUDENT NEEDS; *VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE.. 50P.

ABSTRACT.. THIS PAPER IS BASED ON THE PREMISES THAT COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS FOR KINDERGARTEN THROUGH POST-SECONDARY AND ADULT EDUCATION MUST BE DEVELOPED IN ORDER TO MEET INDIVIDUAL AND SOCIETAL NEEDS, AND THAT FOR MANY YOUTH, CAREER DEVELOPMENT EXPERIENCES REPRESENT A CORE AROUND WHICH OTHER SCHOOL EXPERIENCES MIGHT BE ORGANIZED AND MADE MEANINGFUL. IN CONSIDERING THESE PREMISES, THE FOLLOWING TOPICS ARE DISCUSSED: (1) CAREER DEVELOPMENT NEEDS AT VARIOUS EDUCATIONAL LEVELS, (2) SEQUENTIAL CAREER DEVELOPMENT OBJECTIVES AT DIFFERENT EDUCATIONAL LEVELS FOR SIX DIMENSIONS, INCLUDING SELF-CHARACTERISTICS, OCCUPATIONAL AREA, EDUCATIONAL AVENUES, DECISION MAKING, ECONOMIC AND SOCIAL VALUES OF WORK, AND PSYCHOLOGICAL AND SOCIOLOGICAL MEANING OF WORK, (3) ASSUMPTIONS AND DEVELOPMENTAL TASKS TO CONSIDER WHEN ORGANIZING THE SCHOOL AROUND A CAREER DEVELOPMENT THEME, (4) FIVE OPERATIONAL PRINCIPLES REGARDING CURRICULUM DEVELOPMENT, STAFF ORGANIZATION, AND PREPARATION, AND (5) NATURE, STRUCTURE, AND IMPLEMENTATION PATTERNS AT DIFFERENT EDUCATIONAL LEVELS. SEVERAL RECOMMENDATIONS CONCERNING CAREER DEVELOPMENT PROGRAMS ARE INCLUDED. (SB)

INSTITUTION NAME.. GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF VOCATIONAL EDUCATION.

****END OF ABSTRACT****

ERICABSTR
ED 006561

PUBLICATION DATE.. FEB 68

TITLE.. THE ROLE OF DECISION-MAKING IN INFORMATION GENERATION, AN EMERGING NEW POTENTIAL FOR GUIDANCE. INFORMATION SYSTEM FOR VOCATIONAL DECISIONS. PROJECT REPORT NO. 12.

PERSONAL AUTHOR.. TIEDEMAN, DAVID V.

DESCRIPTOR.. *CAREER CHOICE; COMPUTERS; DECISION MAKING; GUIDANCE; GUIDANCE PROGRAMS; *INFORMATION SYSTEMS; *MAN MACHINE SYSTEMS; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; SECONDARY SCHOOL COUNSELORS; VOCATIONAL DEVELOPMENT; VOCATIONAL INTERESTS

IDENTIFIER.. INFORMATION SYSTEM FOR VOCATIONAL DECISIONS; ISVD

DESCRIPTIVE NOTE.. 15P.

ABSTRACT.. THE INFORMATION SYSTEM OF THE EDUCATIONAL RESOURCE INFORMATION CENTER (ERIC) PROGRAM AND THAT OF INFORMATION SYSTEM FOR VOCATIONAL DECISIONS (ISVD) ARE COMPARED. THE ERIC SYSTEM, WITH ITS FOCUS ON DATA REDUCTION AND INTERACTIVE RETRIEVAL, IS SEEN AS LACKING CERTAIN CRUCIAL COMPONENTS WHICH WOULD MAKE OF IT AN INFORMATION GENERATING SYSTEM, ONE WHICH BECAUSE OF ITS DESIGN WILL INVOLVE USERS IN A PERSONAL DECISION-MAKING/CHANGE PROCESS. ELEMENTS BEING DELIBERATELY BUILT INTO THE ISVD SYSTEM INCLUDE: (1) DATA REDUCTION BY THE INQUIRER HIMSELF AND HIS SUBSEQUENT RETRIEVAL OF THIS DATA; AND (2) EXPLICIT ATTENTION TO PERSONAL DECISION MAKING DURING BOTH OF THESE STAGES. THE TOTAL SYSTEM IS INTENDED TO TURN FACTS/DATA ABOUT EDUCATIONAL, MILITARY AND VOCATIONAL OPPORTUNITIES INTO THE INFORMATION OF A PERSONALLY DETERMINED CAREER. THE SYSTEM'S DATAFILES ARE DESCRIBED, AS IS THE AUTHOR'S CONCEPTION OF HOW THE SYSTEM AND ITS USERS INTERACTIONS WILL UTILIZED THEM TOWARD THE GOAL OF THE USERS' PURPOSEFULLY AND PERSONALLY CHOOSING THEIR OWN CAREERS. (TL)

INSTITUTION NAME.. HARVARD UNIV., CAMBRIDGE, MASS. GRADUATE SCHOOL OF EDUCATION.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 036605

PUBLICATION DATE.. 65

TITLE.. THE CONFERENCE ON UNEXPLORED ASPECTS OF THE DEVELOPMENT OF OCCUPATIONAL GOALS OF YOUTH (UNIVERSITY OF OREGON, AUGUST 9-13, 1965). SUMMARIZERS' REPORTS.

PERSONAL AUTHOR.. JOHNSON, BENTON, ED.; KITCHEL, JOANNE, ED.

DESCRIPTOR.. DECISION MAKING; *GOAL ORIENTATION; *OCCUPATIONAL ASPIRATION; *OCCUPATIONAL CHOICE; SOCIAL INFLUENCES; SOCIAL STRUCTURE; *VOCATIONAL DEVELOPMENT; *YOUTH

DESCRIPTIVE NOTE.. 52P.

ABSTRACT.. THE PURPOSE OF THIS CONFERENCE WAS THE STIMULATION OF IDEAS CONCERNING NEW AREAS OF INQUIRY THAT NEED TO BE EXPLORED IN THE FIELD OF OCCUPATIONAL ORIENTATIONS OF YOUNG PEOPLE. THE CONFERENCE FEATURED SMALL GROUP DISCUSSIONS COVERING SIX BASIC TOPICS: (1) WHAT IS THE STRUCTURE OF THE DECISION-MAKING PROCESS? (2) TO WHAT EXTENT IS OCCUPATIONAL CHOICE A RATIONAL, ORDERED, SYSTEMATIC PROCESS? (3) WHAT CONTRIBUTIONS TO OCCUPATIONAL OUTCOME DOES THE SOCIAL STRUCTURE MAKE AND WHAT IS THE EFFECT OF THE POSITION OF THE ACTOR IN THAT STRUCTURE? (4) TO WHAT EXTENT ARE EXTRAPERSONAL SITUATIONS EFFECTIVE LIMITORS OR DETERMINANTS OF OCCUPATIONAL OUTCOME? (5) WHAT IS THE DEVELOPMENTAL PROCESS LEADING TO AN INITIAL OCCUPATIONAL COMMITMENT? AND (6) WHAT IS THE CONTINUING DEVELOPMENT OF OCCUPATION OR CAREER AFTER THE INITIAL COMMITMENT? THE SUMMARY REPORTS OF EACH TOPIC ARE GIVEN; A MORE DETAILED ACCOUNT OF THE DISCUSSION WILL FOLLOW. A BIBLIOGRAPHY OF MATERIALS AVAILABLE AT THE CONFERENCE IS INCLUDED. (CH)

AVAILABILITY.. CENTER FOR RESEARCH IN OCCUPATIONAL PLANNING, UNIVERSITY OF OREGON, EUGENE, OREGON 97403

INSTITUTION NAME.. OREGON UNIV., EUGENE. CENTER FOR RESEARCH IN OCCUPATIONAL PLANNING.

****END OF ABSTRACT****

ERICABSTR
ED 090393

PUBLICATION DATE.. JUL 73

TITLE.. APPLICATION OF VOCATIONAL DEVELOPMENT THEORY TO CAREER EDUCATION. INFORMATION SERIES NO. 80.

PERSONAL AUTHOR.. PETERSON, MARLA

DESCRIPTOR.. *CAREER EDUCATION; CHILD DEVELOPMENT; CONCEPT FORMATION; *CURRICULUM DEVELOPMENT; DECISION MAKING; *EDUCATIONAL THEORIES; INDIVIDUAL NEEDS; *MODELS; OCCUPATIONAL ASPIRATION; SOCIOECONOMIC INFLUENCES; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. MULTI COMPONENT CAREER EDUCATION CURRICULUM MODEL

DESCRIPTIVE NOTE.. 37P.

ABSTRACT.. VOCATIONAL DEVELOPMENT THEORIES CATEGORIZED AS TRAIT-AND-FACTOR APPROACHES, DECISION-MODEL APPROACHES, SOCIOLOGICAL APPROACHES, PSYCHOLOGICAL APPROACHES, AND DEVELOPMENTAL APPROACHES ARE PRESENTED TO SHOW HOW THEY MIGHT BE APPLIED IN ELEMENTARY, MIDDLE, AND HIGH SCHOOL CAREER EDUCATION PROGRAMS. THE PAPER DESCRIBES THE MULTI-COMPONENT CAREER EDUCATION CURRICULUM MODEL, DEVELOPED AT EASTERN ILLINOIS UNIVERSITY, AS AN EXAMPLE OF THE CURRENT USE OF VOCATIONAL DEVELOPMENT THEORY, LEARNING THEORY, CHILD GROWTH AND DEVELOPMENT THEORY, AND CURRICULUM DEVELOPMENT THEORY IN FORMULATING CURRICULAR MATERIALS AND PROCEDURES FOR CAREER EDUCATION PROGRAMS. IT IS EMPHASIZED THAT IN BUILDING SUCH PROGRAMS, THE INTERACTION OF THE VARIOUS THEORIES IS NEEDED, NOT JUST THE APPLICATION OF VOCATIONAL DEVELOPMENT THEORIES ALONE. CAREER DEVELOPMENT TAKES PLACE OVER A NUMBER OF YEARS; OCCUPATIONAL CHOICE IS NOT "A POINT IN TIME EVENT;" AND AN INDIVIDUAL CHOOSES OCCUPATIONS WHICH WILL ALLOW HIM TO FUNCTION IN A ROLE CONSISTENT WITH HIS SELF-CONCEPT. IN DEVELOPING CAREER EDUCATION MATERIALS THE OCCUPATIONAL, ECONOMIC, SOCIAL, FAMILY, MORAL, AND LEISURE BEING MUST BE CONSIDERED IN ORDER TO HELP STUDENTS LEARN HOW TO BECOME THE PERSONS THEY WANT TO BE AND ARE CAPABLE OF BECOMING. (VT)

INSTITUTION NAME.. OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.

SPONSORING AGENCY NAME.. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
EJ 095878

PUBLICATION DATE.. 74

TITLE.. DEVELOPING A MODEL OF OCCUPATIONAL CHOICE

PERSONAL AUTHOR.. EGNER, JOAN ROOS

DESCRIPTOR.. *OCCUPATIONAL INFORMATION; *DECISION MAKING; *GUIDANCE COUNSELING; *OCCUPATIONAL CHOICE; *MODELS; CURRICULUM DEVELOPMENT; PROBLEM SOLVING; INDIVIDUAL CHARACTERISTICS

ABSTRACT.. RATIONAL AND NON-RATIONAL DECISION-MAKING MODELS OF OCCUPATIONAL CHOICE ARE DESCRIBED. THE BLAU MODEL PROVIDES AN ALTERNATIVE TO THESE. THIS MODEL CONTAINS AN OCCUPATIONAL SET OF FACTORS AND A SET RELATED TO THE INDIVIDUAL. RESEARCH SUPPORTING ITS CONCEPTUAL UTILITY AND ACTIVITIES ILLUSTRATING ITS PRAGMATIC UTILITY ARE DISCUSSED. (EAK)

JOURNAL CITATION.. NEW YORK STATE PERSONNEL AND GUIDANCE JOURNAL; 9; 1; 46-49

****END OF ABSTRACT****

ERICABSTR
EJ 093823

PUBLICATION DATE.. OCT 73

TITLE.. RATIONALE FOR CAREER EDUCATION

PERSONAL AUTHOR.. EVANS, RUPERT N.; MCCLOSKEY, GORDON

DESCRIPTOR.. *CAREER EDUCATION; *DECISION MAKING; *LEARNING MOTIVATION; *WORK ATTITUDES; *KNOWLEDGE LEVEL; SKILL DEVELOPMENT; EDUCATIONAL PLANNING

ABSTRACT.. THIS PAPER HAS SUGGESTED THAT MANY, IF NOT MOST, STUDENTS NEED PRACTICE IN DECISION MAKING AND ADDED MOTIVATION FOR LEARNING THE MATERIAL IN THE SCHOOL CURRICULUM. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF AESTHETIC EDUCATION; 7; 4; 9-22

****END OF ABSTRACT****

ERICABSTR
EJ 087244

PUBLICATION DATE.. OCT 73

TITLE.. DECISION-MAKING TRAINING ESSENTIAL FOR CAREER EDUCATION

PERSONAL AUTHOR.. MCBRIEN, ROBERT J.

DESCRIPTOR.. *CAREER EDUCATION; *DECISION MAKING; *EDUCATIONAL OBJECTIVES; *SECONDARY EDUCATION; *MODELS; CAREER CHOICE; TRAINING

ABSTRACT.. THE PURPUSE OF THIS PAPER IS TO PRESENT A SYNTHESIS OF THE MILLER AND TIEDMAN MODEL FOR DICISION MAKING AND TO PRESENT APPLICATIONS FOR TRAINING PUPILS. (AUTHOR)

JOURNAL CITATION.. CLEARING HOUSE; 48; 2; 84-8

****END OF ABSTRACT****

ERICABSTR
EJ 083725

PUBLICATION DATE.. MAY-JUN 73

TITLE.. FACTORS IN CAREER CHOICE

PERSONAL AUTHOR.. BOYD, ROBERT F.

DESCRIPTOR.. *CAREER CHOICE; *VOCATIONAL MATURITY; *CAREER PLANNING; *CULTURAL FACTORS; *SELF CONCEPT; ECOLOGICAL FACTORS; ECONOMIC FACTORS; SOCIAL FACTORS

JOURNAL CITATION.. ILLINOIS TEACHER FOR CONTEMPORARY ROLES; 16; 5; 323-33

****END OF ABSTRACT****

FRICABSTR
EJ 079111

PUBLICATION DATE.. APR 73

TITLE.. CLARIFYING THE COUNSELING MYSTIQUE

PERSONAL AUTHOR.. HERR, EDWIN L.; AND OTHERS

DESCRIPTOR.. *BEHAVIORAL OBJECTIVES; *VOCATIONAL COUNSELING; *OCCUPATIONAL GUIDANCE; *DECISION MAKING SKILLS; *CAREER PLANNING; KNOWLEDGE LEVEL; SYSTEMS APPROACH; DECISION MAKING; OCCUPATIONAL CHOICE

JOURNAL CITATION.. AMERICAN VOCATIONAL JOURNAL; 48; 4; 66-68

****END OF ABSTRACT****

FRICABSTR
EJ 076431

PUBLICATION DATE.. F 72

TITLE.. THE HRD-CDMS DELIVERY SYSTEM

PERSONAL AUTHOR.. DRAKE, JEFFERY W.; FRIEL, THEODORE W.

DESCRIPTOR.. *CAREER PLANNING; *COUNSELING EFFECTIVENESS; *COUNSELOR TRAINING; *DECISION MAKING SKILLS; PROBLEM SOLVING; *VOCATIONAL COUNSELING

ABSTRACT.. THE THREE ARTICLES PRESENTED HERE DISCUSS THE DEVELOPMENT AND IMPLEMENTATION OF HUMAN RESOURCE DEVELOPMENT TRAINING (HRD) FOR COUNSELORS AND THE CAREER DECISION MAKING SKILLS (CDMS) DELIVERY SYSTEM WHICH REPRESENT A STEP IN THE DIRECTION OF PROVIDING A MODEL FOR EFFECTIVELY DEVELOPING STUDENT RESOURCES. (JC)

JOURNAL CITATION.. MICHIGAN PERSONNEL AND GUIDANCE JOURNAL; 4; 1; 14-24

****END OF ABSTRACT****

ERICABSTR
EJ 058833

PUBLICATION DATE.. JUN 72

TITLE.. TOWARD AN INTEGRATED THEORY OF EDUCATIONAL AND VOCATIONAL CHOICE

PERSONAL AUTHOR.. CIAVARELLA, MICHAEL A.

DESCRIPTOR.. *DECISION MAKING; *EDUCATIONAL DEVELOPMENT; *EDUCATIONAL GUIDANCE; *OCCUPATIONAL CHOICE; VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT

ABSTRACT.. AN INTEGRATED PROCESS OF EDUCATIONAL AND VOCATIONAL CHOICE IS PRESENTED, WITH ATTENTION GIVEN TO THE RECIPROCAL INFLUENCE THAT EACH PROCESS HAS ON THE OTHER. (AUTHOR)

JOURNAL CITATION.. VOCATIONAL GUIDANCE QUARTERLY; 20; 4; 251-258

****END OF ABSTRACT****

ERICABSTR
EJ 024113

PUBLICATION DATE.. SEP '70

TITLE.. VOCATIONAL MATURITY, VOCATIONAL EVALUATION, AND OCCUPATIONAL INFORMATION

PERSONAL AUTHOR.. EHRLE, RAYMOND A.

DESCRIPTOR.. ADOLESCENTS; *DECISION MAKING; *EMPLOYERS; EXPERIENCE; *OCCUPATIONAL INFORMATION; *VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION; *WORK EXPERIENCE

ABSTRACT.. A TAXONOMY OF VOCATIONAL EXPERIENCES IS PRESENTED, WITH INCREASINGLY REALISTIC INVOLVEMENT IN RELATION TO VOCATIONAL MATURITY AND DECISION MAKING SKILLS. (AUTHOR)

JOURNAL CITATION.. VOCAT GUIDANCE QUART; 19; 1; 41-45

****END OF ABSTRACT****

ERICABSTR
EJ 021103

PUBLICATION DATE.. MAY '70

TITLE.. CAREER GUIDANCE: EXPANDING THE STUDENT'S DECISION MAKING POWER

PERSONAL AUTHOR.. KATZ, MARTIN R.

DESCRIPTOR.. ASPIRATION; *CAREER CHOICE; *COUNSELING GOALS; *DECISION MAKING; EDUCATIONAL OPPORTUNITIES; EMPLOYMENT OPPORTUNITIES; *GUIDANCE FUNCTIONS; SECONDARY SCHOOL COUNSELORS; STUDENT PARTICIPATION

ABSTRACT.. SPEECH PRESENTED AT THE 54TH ANNUAL NASSP CONVENTION. (EJS)

JOURNAL CITATION.. NASSP BULL; 54; 346; 88-95

****END OF ABSTRACT****

II. K-Adult Programmatic Application

ERICABSTR
ED 101190

PUBLICATION DATE.. JUL 74

TITLE.. A CAREER DECISION-MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT.

PERSONAL AUTHOR.. DRAKE, JAMES BOB; MORGAN, ALICE S.

DESCRIPTOR.. ADULT BASIC EDUCATION; *ADULT EDUCATION PROGRAMS; ADULT EDUCATORS; CAREER CHOICE; *CAREER PLANNING; DECISION MAKING; *DECISION MAKING SKILLS; DISADVANTAGED GROUPS; EMPLOYMENT; FAMILY COUNSELING; FAMILY INFLUENCE; FAMILY INVOLVEMENT; MODELS; PERSONAL VALUES; PILOT PROJECTS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; TEACHER ROLE; VOCATIONAL APTITUDE; VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 177P.

ABSTRACT.. THE PURPOSE OF THE PROJECT WAS TO PERFECT A CAREER DECISION-MAKING MODEL THAT COULD BE USED BY AN ADULT BASIC EDUCATION TEACHER TO HELP THE DISADVANTAGED ADULT UPGRADE HIMSELF EDUCATIONALLY AND MAKE A REALISTIC CAREER DECISION BASED UPON HIS AND HIS FAMILY'S PERSONAL VALUE SYSTEM; HIS GOAL DECIDED UPON, THE MODEL COULD BE USED TO HELP HIM DETERMINE THE BEST ROUTE TO HIS SELECTED CAREER. THE EVALUATION OF THE PROJECT ATTEMPTS TO ILLUSTRATE HOW THE PROJECT WAS INTERPHASED WITH A TOTAL ADULT EDUCATION PROGRAM TO ACHIEVE ITS OBJECTIVES, AND TO IMPROVE THE TOTAL PROGRAM. THE EVALUATORS VISITED THE PROJECT FOUR TIMES DURING THE YEAR FOR PROGRAM OBSERVATION AND REVIEW, AND CONSULTATION WITH THE PROJECT STAFF. THE PROGRAM DESCRIPTION PROVIDED IS DETAILED AND COMPREHENSIVE; THE EVALUATORS HAVE PLACED THE PROGRAM IN CONTEXT WITH MANY TABLES OF RELEVANT STATISTICAL DATA. EVALUATION IS MADE WITH REFERENCE TO EACH OF THE PROJECT'S SPECIFIC OBJECTIVES. NEARLY 5,000 ADULT LEARNERS WERE SERVED DURING THE YEAR, AT A TOTAL COST SLIGHTLY EXCEEDING $200,000. THE ECONOMIC LEVEL OF A MAJORITY OF THE LEARNERS DID NOT RISE DURING THE PROJECT'S DURATION, BUT THE PROGRAM PAVED THE WAY FOR FUTURE IMPROVEMENT THROUGH THE EDUCATIONAL PROGRESS MADE. (AUTHOR/AJ)

INSTITUTION NAME.. AUBURN UNIV., ALA. DEPT. OF VOCATIONAL AND ADULT EDUCATION.; HUNTSVILLE CITY SCHOOLS, ALA.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 099042

PUBLICATION DATE.. JUN 74

TITLE.. A DECISION SYSTEM FOR OCCUPATIONAL PROGRAMS IN COMMUNITY COLLEGES. RESEARCH PUBLICATION, NO. 75-2.

PERSONAL AUTHOR.. HEDLUND, DALVA E.; AND OTHERS

DESCRIPTOR.. BIBLIOGRAPHIES; *COMMUNITY COLLEGES; CURRICULUM DEVELOPMENT; *DECISION MAKING; LITERATURE REVIEWS; MODELS; POST SECONDARY EDUCATION; *PROGRAM PLANNING; *SYSTEMS APPROACH; TECHNICAL REPORTS; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE.. 171P.

ABSTRACT.. THE FIRST YEAR OF A PROJECT TO DEVELOP, EVALUATE, AND DISSEMINATE A SYSTEM FOR OCCUPATIONAL PROGRAM PLANNING IN COMMUNITY COLLEGES IS DISCUSSED. THE FOCUS OF THE FIRST YEAR WAS THE DEVELOPMENT OF THE SYSTEM. THIS REPORT OF THE FIRST PHASE IS DIVIDED INTO THREE PARTS. IN PART 1, MATERIALS AND CONCEPTS IMPORTANT TO THE DEVELOPMENT OF THE SYSTEM ARE REVIEWED. FIRST, THE LITERATURE ON OCCUPATIONAL PROGRAM PLANNING IN COMMUNITY COLLEGES IS EXPLORED. SECOND, IMPORTANT CONCEPTS IN THE DEVELOPMENT OF THE PROJECT SYSTEM IS DISCUSSED. PART 2 CONTAINS THE PILOT EDITION OF THE PROJECT SYSTEM. PART 3 CONTAINS THE REFERENCES FOR THE DEVELOPMENT OF THE PROJECT SYSTEM. ANNOTATED BIBLIOGRAPHIES ARE PRESENTED FOR THE USE OF BOTH RESEARCHER AND PRACTITIONER IN THE AREA OF PROGRAM DEVELOPMENT. (DB)

INSTITUTION NAME.. NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF TWO-YEAR COLL. PROGRAMS.; NEW YORK STATE EDUCATION DEPT., ALBANY. OFFICE OF OCCUPATIONAL EDUCATION.; STATE UNIV. OF NEW YORK, ITHACA. CORNELL INST. FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION.

****END OF ABSTRACT****

FRICABSTR
ED 098361

PUBLICATION DATE.. MAY 74

TITLE.. COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS): EVALUATION MANUAL. A FUTURISTIC CONCEPT OF VOCATIONAL AND EDUCATIONAL DECISION-MAKING.

PERSONAL AUTHOR.. HARRIS, JOANN, ED.

DESCRIPTOR.. *COMPUTER ORIENTED PROGRAMS; COMPUTER PROGRAMS; DECISION MAKING; EVALUATION METHODS; *GUIDANCE SERVICES; OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; *PROGRAM EVALUATION; QUESTIONNAIRES; SECONDARY SCHOOLS; SYSTEMS ANALYSIS; *SYSTEMS APPROACH; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. *COMPUTERIZED VOCATIONAL INFORMATION SYSTEM; CVIS

DESCRIPTIVE NOTE.. 149P.

ABSTRACT.. DESIGNED TO ASSIST COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) USERS IN EVALUATING PROJECTS IN LOCAL SECONDARY SCHOOL SITES, THE HANDBOOK PROVIDES USERS WITH A VARIETY OF VARIABLES OR VIEWPOINTS FROM WHICH TO ASSESS THE CVIS SYSTEM. FOUR DIFFERENT APPROACHES ARE PRESENTED TO CVIS EVALUATION: THE ANALYSIS OF USE PATTERNS; THE REACTION OF USERS AND NONUSERS OF THE SYSTEM; THE EFFECT OF USE ON STUDENTS' VOCATIONAL PLANNING; THE COST-EFFECTIVENESS OF THE SYSTEM. USERS MIGHT BE ANALYZED BY: SEX, GRADE LEVEL, QUARTILE BY RANK AND/OR TEST INFORMATION, POST HIGH SCHOOL PLANS, AND REASON FOR USE. USE PATTERNS CAN BE ANALYZED BY SPECIFIC SUBSYSTEM, BY TERMINAL, AND BY TYPE OF USER (STUDENT, COUNSELOR, ADMINISTRATOR, TEACHER). APPROXIMATELY 80 PAGES OF QUESTIONNAIRES (STUDENT, COUNSELOR, ADMINISTRATOR, TEACHER, AND PARENT) ARE INCLUDED AS EXAMPLES OF THE TYPES OF QUESTIONS WHICH MIGHT BE ASKED. SUGGESTIONS FOR MEASURING CHANGES IN VOCATIONAL MATURITY AND STUDENT EXPLORATORY BEHAVIOR ARE OFFERED. THE OCCUPATIONAL PLANS QUESTIONNAIRE HAS BEEN INCLUDED TO REALIZE CRYSTALLIZATION OF STUDENT VOCATIONAL PLANS AND THE VOCATIONAL PLANS QUESTIONNAIRE TO MEASURE CHANGE IN OCCUPATIONAL KNOWLEDGE. THE CONCLUDING SECTION IS A 30-PAGE COST JUSTIFICATION GUIDE BY IBM CORPORATION (COST ANALYSIS OF CVIS OPERATION AT WILLOWBROOK HIGH SCHOOL, ILLINOIS). (AUTHOR/EA)

INSTITUTION NAME.. COMPUTERIZED VOCATIONAL INFORMATION SYSTEM (CVIS) CONSORTIUM.

****END OF ABSTRACT****

ERICABSTR
ED 095305

PUBLICATION DATE.. 73

TITLE.. CAREER PLANNING: SEARCH FOR A FUTURE. TEXT AND CAREER WORK BOOK.

PERSONAL AUTHOR.. COSGRAVE, GERALD

DESCRIPTOR.. CAREER CHOICE; *CAREER EDUCATION; *CAREER PLANNING; INDIVIDUAL DEVELOPMENT; OCCUPATIONAL CHOICE; *OCCUPATIONAL GUIDANCE; SECONDARY GRADES; *SELF ACTUALIZATION; SELF EVALUATION; *VOCATIONAL COUNSELING; VOCATIONAL DEVELOPMENT; VOCATIONAL MATURITY

DESCRIPTIVE NOTE.. 198P.

ABSTRACT.. THE BOOK AND ITS COMPANION WORKBOOK OFFER A COMPLETE PROGRAM IN VOCATIONAL GUIDANCE AND ARE INTENDED AS GUIDES TO STUDENTS IN THE PROCESS OF DEVELOPING MEANINGFUL ACTIVITIES AS THEY PLAN FOR FURTHER EDUCATION AND A CAREER. INTENDED FOR USE BY SENIOR HIGH SCHOOL, COLLEGE, AND UNIVERSITY STUDENTS, THEY ARE ALSO VALUABLE FOR SELF-STUDY OR AS AN INTRODUCTION TO THE CAREER FIELD FOR UNIVERSITY STUDENTS IN COUNSELING. THE BOOKS FOLLOW THE SAME ORGANIZATIONAL PLAN OFFERING PROJECTS IN FOUR MAIN DIVISIONS: (1) GETTING SET FOR PLANNING, (2) KNOWING YOURSELF, (3) REACHING DECISIONS, AND (4) ASSESSING YOUR PROGRESS. PROJECT NUMBERS IN THE WORKBOOK MATCH NUMBERS OF RELATED CHAPTERS IN THE MAIN TEXT. THE FINAL SECTION OF THE BOOK DEALS WITH CONTEMPORARY PROBLEMS IN THE WORLD OF WORK INCLUDING CHAPTERS ON CAREERS FOR WOMEN, AN OVERVIEW OF OPPORTUNITIES FOR POST HIGH SCHOOL EDUCATION, AND GUIDES TO SPECIAL PROGRAMS. (MW)

AVAILABILITY.. GUIDANCE CENTRE, FACULTY OF EDUCATION, UNIVERSITY OF TORONTO, 1000 YONGE STREET, SUITE 304, TORONTO, ONTARIO M4W2K8 CANADA (TEXT $3.70; WORKBOOK $1.40)

INSTITUTION NAME.. TORONTO UNIV. (ONTARIO). GUIDANCE CENTRE.

****END OF ABSTRACT****

ERICABSTR
ED 092718

PUBLICATION DATE.. 74

TITLE.. CAREER SURVIVAL SKILLS: FOCUS ON AFFECTIVE CAREER EDUCATION. TEACHER'S MANUAL.

PERSONAL AUTHOR.. LOUGHARY, JOHN W.; RIPLEY, THERESA

DESCRIPTOR.. BEHAVIORAL OBJECTIVES; *CAREER EDUCATION; CAREER OPPORTUNITIES; CAREER PLANNING; CAREERS; DECISION MAKING; ELEMENTARY SCHOOL STUDENTS; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; *SELF CONCEPT; *STUDENT DEVELOPMENT; *TEACHING GUIDES; TEACHING PROCEDURES; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. *CAREER SURVIVAL SKILLS KIT

DESCRIPTIVE NOTE.. 122P.; FOR RELATED DOCUMENTS, SEE CE 001 445-6, CE 001 448-9, ED 064 478 AND ED 064 517

ABSTRACT.. PART OF THE "CAREER SURVIVAL SKILLS KIT" (DESCRIBED IN CE 001 445), THE TEACHER'S MANUAL IS GEARED TO HELPING STUDENTS DEVELOP A SENSE OF SELF-AWARENESS AND LEARN A VARIETY OF CAREER DEVELOPMENT CONCEPTS. IT INCLUDES AN INTRODUCTION WITH PREPARATION AIDS AND THIRTY-NINE EXERCISES COMPLETE WITH BEHAVIORAL OBJECTIVES. THE SELF-CONTAINED EXERCISES ARE AIMED AT ONE OR BOTH OF TWO CONCEPTUAL LEVELS: LEVEL 1, GRADES 5-8; LEVEL 2, GRADES 9-12. EACH EXERCISE INCLUDES A STATEMENT OF ITS PURPOSE, A ONE-TO FOUR-PAGE BRIEFING WHICH INDICATES LEVEL AND PROVIDES THE NECESSARY BACKGROUND INFORMATION, STEP-BY-STEP PROCEDURAL INSTRUCTIONS FOR CONDUCTING THE EXERCISE ACTIVITIES, A LIST OF NEEDED RESOURCES, AND AN INDICATION OF THE NUMBER OF SESSIONS REQUIRED. EXERCISES ARE DIRECTED TO CONCEPTS OF VALUES AND CAREERS, EXTERNAL FACTORS AND CAREERS, CAREER OPPORTUNITIES, CAREER PAYOFFS AND LIFE STYLE, DECISION MAKING AND PLANNING, AND CAREER SURVIVAL SKILLS. THE MANUAL INCLUDES A GLOSSARY (WHICH DEFINES TERMS IN THE CONTEXT IN WHICH THEY APPEAR IN THE TEXT) AND AN EXERCISE PROFILE (LISTING THE PURPOSE, BEHAVIORAL OBJECTIVES, AND RESOURCES IN CHART FORM FOR EACH EXERCISE). (AUTHOR/AG)

AVAILABILITY.. CHARLES E. MERRILL PUBLISHING CO., 1300 ALUM CREEK DRIVE, COLUMBUS, OHIO 43216 ($45.00 FOR KIT)

****END OF ABSTRACT****

ERICABSTR
ED 091560

TITLE.. PROJECT WORKER: TEACHER'S MANUAL FOR A COURSE IN CAREER DECISION MAKING FOR SPECIAL EDUCATION.

DESCRIPTOR.. BIBLIOGRAPHIES; CAREER CHOICE; *CAREER EDUCATION; COOPERATIVE EDUCATION; *DECISION MAKING; EMPLOYMENT OPPORTUNITIES; INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MEDIA; *MANUALS; OCCUPATIONAL GUIDANCE; RESOURCE MATERIALS; SECONDARY GRADES; *SPECIAL EDUCATION; TEACHING GUIDES; *VOCATIONAL EDUCATION

IDENTIFIER.. CALIFORNIA; CAREER AWARENESS; ELEMENTARY SECONDARY EDUCATION ACT TITLE VI B; ESEA TITLE VI B

DESCRIPTIVE NOTE.. 193P.; FOR CAREER PLACEMENT AIDE'S MANUAL FROM PROJECT WORKER, SEE CE 001 332; FOR FULLERTON UNION'S HANDBOOK ON POLICY AND PROCEDURE FOR EXCEPTIONAL PUPIL SERVICES, SEE CE 001 333

ABSTRACT.. STUDENTS OF TEACHERS USING THE MANUAL PROCEED AT INDIVIDUAL RATES THROUGH A SYSTEMATIC AND PROGRESSIVE SET OF OCCUPATIONAL EXPERIENCES TO FORMULATE AND KNOW THEIR SELF-CONCEPTS, POTENTIALS, AND ABILITIES. EMPHASIS IS ON INDEPENDENT RESEARCH AND STUDY, AND SAMPLE LESSON PLANS HELP TEACHERS COORDINATE THE VARIETY OF EXPERIENCES. THE MANUAL INCLUDES SPECIFIC EXAMPLES AND SOURCES FOR MATERIALS, MANY OF THEM LOCALLY ORIENTED, THAT HAVE BEEN SUCCESSFULLY USED TO TEACHE SECONDARY SPECIAL EDUCATION STUDENTS CAREER DECISION MAKING AND THE NECESSARY ENTRY LEVEL SKILLS FOR EMPLOYMENT. A COURSE OUTLINE IN THE FORM OF A STUDENT CHECKLIST PROVIDES A GUIDE TO PREPARING THE STUDENT FOR GAINFUL EMPLOYMENT. MATERIALS IN THE MANUAL INCLUDE SAMPLE APTITUDE AND INTEREST TESTING INSTRUMENTS, A LISTING OF JOBS IN 15 CAREER CLUSTERS, SUGGESTIONS FOR FIELD TRIPS AND GUEST SPEAKERS, A BIBLIOGRAPHY OF COMMERCIALLY PREPARED INSTRUCTIONAL MATERIALS, SUGGESTIONS FOR A BASIC COLLECTION OF CAREER LITERATURE, INFORMATION ON SETTING UP COOPERATIVE EDUCATION, PROVIDING EXPLORATORY WORK EXPERIENCES VIA WORK-STATIONS (INCLUDING LOCAL LAWS GOVERNING SUCH PROGRAMS), AN INSTRUCTIONAL UNIT IN INTERVIEWING, A SAMPLE DATA SHEET TO HELP STUDENTS FILL OUT APPLICATIONS, AND A CATALOG OF 82 LOCALLY-PRODUCED VIDEOTAPES. (AJ)

INSTITUTION NAME.. FULLERTON UNION HIGH SCHOOL DISTRICT, CALIF.

SPONSORING AGENCY NAME.. BUREAU OF EDUCATION FOR THE HANDICAPPED (DHEW/OE), WASHINGTON, D.C.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.

****END OF ABSTRACT****

ERICABSTR
ED 089190

PUBLICATION DATE.. 74

TITLE.. CAREER GUIDANCE IN THE CLASSROOM.

PERSONAL AUTHOR.. PASTRANA, RONALD R.

DESCRIPTOR.. *CAREER EDUCATION; *CAREER PLANNING; *CLASSROOM GUIDANCE PROGRAMS; COUNSELOR ROLE; *CURRICULUM GUIDES; DECISION MAKING; PROBLEM SOLVING; SECONDARY SCHOOL STUDENTS; SELF EVALUATION; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 90P.; PREPARED IN COOPERATION WITH SOUTH HUNTINGTON PUBLIC SCHOOLS, HUNTINGTON STATION, NEW YORK

ABSTRACT.. THIS CAREER GUIDANCE RESOURCE AND INSTRUCTION MANUAL WAS WRITTEN PRIMARILY FOR THE SECONDARY SCHOOL COUNSELOR. ITS PURPOSE IS TO PROVIDE BACKGROUND INFORMATION, RESOURCE MATERIALS, AND PROCEDURES WHICH ARE USEFUL IN TEACHING A GUIDANCE-BASED CURRICULUM UNIT CONCERNING SELF-AWARENESS AND THE BASICS OF CAREER PLANNING. THE MANUAL IS DIVIDED INTO THREE SECTIONS. SECTION I PROVIDES BACKGROUND INFORMATION ON THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES III CAREER EDUCATION PROJECT, THE RELATIONSHIP BETWEEN CAREER EDUCATION, CAREER GUIDANCE, AND THE COUNSELOR AS WELL AS THE DEVELOPMENT OF THE (MODEL) CAREER GUIDANCE CURRICULUM UNIT AT WALT WHITMAN HIGH SCHOOL. SECTION II INCLUDES THE MODEL UNIT AND THE LESSON PLANS WITH SUGGESTED LEARNING ACTIVITIES AND TEACHING STRATEGIES. THESE LESSON PLANS COVER THE AREAS OF INTERESTS, VALUES, APTITUDES, ATTITUDES, PROBLEM-SOLVING, DECISION-MAKING, AND THE USE OF CAREER INFORMATION AND MATERIALS. SECTION III CONTAINS A GLOSSARY OF CAREER EDUCATION TERMS TO BE USED WITH THE UNIT, A PRIMARY AND RELATED BIBLIOGRAPHY, AND AN APPENDIX WHICH CONSISTS OF ALL STUDENT INFORMATION AND ACTIVITY WORKSHEETS TO BE USED WITH THE UNIT. (AUTHOR)

INSTITUTION NAME.. SUFFOLK COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES 3, DIX HILLS, N.Y.

****END OF ABSTRACT****

ERICABSTR
ED 089172

PUBLICATION DATE.. 73

TITLE.. CKAVTS GUIDANCE AND COUNSELING CAREER DEVELOPMENT PROJECT. REPORT OF PHASE II, 1972-73 SCHOOL YEAR.

PERSONAL AUTHOR.. BROOKS, DALE E.; KOSIER, MARY W.

DESCRIPTOR.. *CAREER EDUCATION; *CAREER PLANNING; DECISION MAKING; EDUCATIONAL OBJECTIVES; *INDIVIDUAL DEVELOPMENT; PILOT PROJECTS; SELF CONCEPT; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III

DESCRIPTIVE NOTE.. 92P.

ABSTRACT.. THIS REPORT DESCRIBES PHASE II OF A CAREER DEVELOPMENT PROJECT THAT WAS CONDUCTED BY THE CENTRAL KANSAS AREA VOCATIONAL TECHNICAL SCHOOL. THE PROJECT HAS TWO MAIN GOALS: (1) TO HELP THE STUDENT BECOME AWARE OF SELF AND WORLD OF WORK, THEREBY ENABLING HIM TO MAKE LIFE CAREER DECISIONS; AND (2) TO ASSIST THE STUDENT TO RELATE BASIC EDUCATIONAL CURRICULUM TO LIFE CAREER DEVELOPMENT. THE TARGET POPULATION INCLUDES K-12 STUDENTS, TEACHERS, AND COUNSELORS. DEVELOPMENTAL OBJECTIVES, PERFORMANCE OBJECTIVES, ACTIVITIES, AND CRITERION MEASURES RELEVANT TO EACH OF THE TWO GOALS ARE DISCUSSED IN LENGTH. THESE OBJECTIVES INVOLVE THE AREAS OF SELF-AWARENESS, KNOWLEDGE OF OCCUPATIONS AND CAREERS, THE RELATIONSHIP BETWEEN CAREERS AND LIFE STYLES, THE RELATIONSHIP BETWEEN EDUCATION AND CAREERS, ATTITUDES TOWARDS WORK, AND SELF-UNDERSTANDING. AN APPENDIX CONTAINS THE INSTRUMENTS USED FOR CRITERIA MEASURE, AND SAMPLE UNITS AND ACTIVITIES. (RWP)

AVAILABILITY.. KANSAS STATE DEPARTMENT EDUCATION, KANSAS STATE EDUCATION BUILDING, 120 EAST 10TH STREET, TOPEKA, KANSAS 66612

INSTITUTION NAME.. CENTRAL KANSAS AREA VOCATIONAL TECHNICAL SCHOOL, NEWTON. ADMINISTRATIVE CENTER.; KANSAS STATE DEPT. OF EDUCATION, TOPEKA. GUIDANCE AND PUPIL PERSONNEL SERVICES SECTION.

SPONSORING AGENCY NAME.. BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 089063

PUBLICATION DATE.. 1 SEP 72

TITLE.. YOUTH GUIDANCE SYSTEMS. 1971-1972 PROJECT FINAL REPORT.

DESCRIPTOR.. CAREER EDUCATION; CAREER PLANNING; *COMPONENTIAL ANALYSIS; CURRICULUM DEVELOPMENT; DECISION MAKING; *DECISION MAKING SKILLS; *EDUCATIONAL DEVELOPMENT; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; OCCUPATIONAL CHOICE; OCCUPATIONAL GUIDANCE; PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; QUESTIONNAIRES; SELF EVALUATION; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. YOUTH GUIDANCE SYSTEMS

DESCRIPTIVE NOTE.. 44P.; SEE CE 001 114 FOR PROGRAM PROPOSAL

ABSTRACT.. THE YOUTH GUIDANCE SYSTEMS' PRIMARY GOAL IS CONSIDERED DECISION MAKING. THE EMPHASIS OF THE 1971-72 STUDY WAS THE OBJECTIVE OF STUDENT GOAL-SETTING AND PLANNING FOR CAREER AND EDUCATIONAL DEVELOPMENT. GUIDANCE CURRICULUM PROCESSES AND MATERIALS WERE UTILIZED TO MEET THIS OBJECTIVE. THE NINTH GRADE UNIT FOCUSED ON THE ACQUISITION OF DECISION MAKING SKILLS. IN GRADE TEN THE UNIT ATTEMPTED TO ASSIST EACH STUDENT WITH EDUCATIONAL PLANNING. THE ELEVENTH GRADE UNIT WAS DESIGNED TO ENABLE EACH STUDENT TO EXPLORE CAREER OPPORTUNITIES AND MAKE TENTATIVE OCCUPATIONAL CHOICES. IN GRADE TWELVE THE UNIT WAS INTENDED TO HELP EACH STUDENT WITH POST-HIGH SCHOOL DECISION MAKING. THE MEDIA COMPONENTS USED AT RESPECTIVE GRADE LEVELS WERE THE BOOKLET ENTITLED "DECIDING," THE EDUCATIONAL GUIDANCE INFORMATION SERVICE, THE SELF APPRAISAL AND ASSESSMENT STRUCTURE, AND THE COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM. EVALUATION OF THE GUIDANCE CURRICULUM ACTIVITIES WAS IN THE FORM OF A RANDOMIZED EXPERIMENTAL GROUP PRETEST-POSTTEST DESIGN. STUDENT QUESTIONNAIRES (SQ-1 AND SQ-2) WERE PREPARED AS EVALUATION INSTRUMENTS FOR EACH OF THE FOUR COMPONENTS. COMPARATIVE SUMMARY TABLES OF CHANGE WITHIN COMPONENTS ARE PRESENTED WITH ITEM ANALYSIS. CONCLUSIONS WERE MADE; EVIDENCE SUGGESTED THAT SUCH A PROGRAM OF GROUP GUIDANCE CAN BE BOTH FEASIBLE AND EFFECTIVE. COPIES OF SQ-1 AND SQ-2 ARE APPENDED. (SC)

INSTITUTION NAME.. COLLEGE ENTRANCE EXAMINATION BOARD, PALO ALTO, CALIF.

SPONSORING AGENCY NAME.. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RESEARCH COORDINATING UNIT.

****END OF ABSTRACT****

ERICABSTR
FD 089015

PUBLICATION DATE.. 72

TITLE.. PROJECT OPEN DOOR TO THE WORLD OF WORK. CAREER RESOURCE GUIDE.

PERSONAL AUTHOR.. MURRAY, JOHN P.; AND OTHERS

DESCRIPTOR.. *CAREER EDUCATION; CAREER PLANNING; *CURRICULUM GUIDES; DECISION MAKING; ELEMENTARY GRADES; INTERMEDIATE GRADES; JUNIOR HIGH SCHOOLS; KINDERGARTEN; OCCUPATIONAL CHOICE; *RESOURCE GUIDES

IDENTIFIER.. CAREER DEVELOPMENT; *WORLD OF WORK

DESCRIPTIVE NOTE.. 63P.

ABSTRACT.. THE GUIDE IS DESIGNED TO AID THE TEACHER IN HELPING THE STUDENTS TO INCREASE AWARENESS AND MATURITY IN THE DECISION MAKING PROCESS WHEN ALTERNATIVES ARE ENCOUNTERED TO WHICH THEY MUST REACT. WHILE MANY OF THE SUGGESTED ACTIVITIES ARE DESIGNED TO FOSTER A PERSONAL MATURITY, THE EMPHASIS IS PLACED UPON MATURITY IN VOCATIONAL AND CAREER DECISION MAKING. WITHIN THE FOUR SECTIONS (PRE-KINDERGARTEN/KINDERGARTEN, PRIMARY, INTERMEDIATE, AND JUNIOR HIGH SCHOOL) THE MATERIAL IS PRESENTED UNDER THE HEADINGS OF CONCEPT, BEHAVIOR, ACTIVITIES, AND REFERENCE. EACH SECTION IS PROVIDED WITH ITS OWN LIST OF BOOKS, FILMS, AND OTHER RESOURCE MATERIAL. WORLD OF WORK CONCEPTS ARE INTRODUCED IN A CONCRETE FASHION AT THE EARLY PRIMARY LEVEL AND RECYCLED AND EXPANDED IN A MORE SOPHISTICATED MANNER AT THE INTERMEDIATE AND SECONDARY LEVELS. THIS CONSOLIDATED APPROACH TO CAREER AND CHILD DEVELOPMENT IS ESSENTIAL. THE GUIDE APPROACHES CAREER DEVELOPMENT IN ITS BROADEST SENSE WITH EMPHASIS ON INCREASING AWARENESS AND UNDERSTANDING OF THE WORLD OF WORK AND ITS ADAPTABILITY TO ONE'S INDIVIDUAL LIFE STYLES. (AUTHOR/SA)

INSTITUTION NAME.. BUFFALO PUBLIC SCHOOLS, N. Y. DIV. OF CURRICULUM EVALUATION AND DEVELOPMENT.

****END OF ABSTRACT****

ERICABSTR
ED 086819

PUBLICATION DATE.. JUN 74

TITLE.. A CURRICULUM DESIGN: CONCEPTS & COMPONENTS: K-6 CAREER EDUCATION.

PERSONAL AUTHOR.. PETERSON, MARLA; AND OTHERS

DESCRIPTOR.. ADJUSTMENT (TO ENVIRONMENT); ATTITUDES; *CAREER EDUCATION; *CONCEPT FORMATION; *CONCEPTUAL SCHEMES; *CURRICULUM DEVELOPMENT; DECISION MAKING; EDUCATIONAL OBJECTIVES; *ELEMENTARY EDUCATION; LIFE STYLE; OCCUPATIONAL INFORMATION; VOCATIONAL DEVELOPMENT

IDENTIFIER.. ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES; ETC PROJECT

DESCRIPTIVE NOTE.. 369P.

ABSTRACT.. THE PUBLICATION IS ONE OF A SERIES PRODUCED BY THE ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES IN CAREER EDUCATION PROJECT (ETC PROJECT). THE PROJECT WAS DESIGNED TO (1) DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES, (2) DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES, AND (3) DEVELOP, EVALUATE, AND DISSEMINATE A DESIGN OF A K-6 CAREER EDUCATION INSTRUCTIONAL SYSTEM. CONCEPTS OF CAREER DEVELOPMENT HAVE BEEN FORMULATED AND USED IN CREATING TEACHING UNITS AND PROTOTYPE STUDENT MATERIALS. EACH UNIT WILL FOCUS ON ONE OR MORE OF THE FOLLOWING CONCEPTS: COPING BEHAVIORS, DECISION MAKING, LIFESTYLE, SELF-DEVELOPMENT, ATTITUDES AND APPRECIATIONS, CAREER INFORMATION, AND EDUCATIONAL AWARENESS EXPRESSED IN GENERAL TERMS, AS TEACHER GOALS, AND AS PUPIL PERFORMANCE OBJECTIVES. EACH UNIT TO BE DEVELOPED WILL BE DIRECTLY TIED TO A SUBJECT MATTER AREA AND WILL RELATE TO AN OCCUPATION OR OCCUPATIONAL CLUSTER AREA. APPENDIXES A AND B ARE WORKING DRAFTS OF PROJECT MATERIALS. APPENDIX C IS A LIST OF 28 TERMS DEFINED. (MS)

INSTITUTION NAME.. EASTERN ILLINOIS UNIV., CHARLESTON. CENTER FOR EDUCATIONAL STUDIES.

SPONSORING AGENCY NAME.. BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.

****END OF ABSTRACT****

FRICABSTR
FD 084473

PUBLICATION DATE.. 12 SEP 73

TITLE.. KINDERGARTEN THROUGH 12TH GRADE PROJECT IN CAREER DEVELOPMENT AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK: FINAL REPORT.

DESCRIPTOR.. *CAREER EDUCATION; CAREER PLANNING; *COUNSELOR TRAINING; DECISION MAKING; ELEMENTARY SCHOOL STUDENTS; HIGH SCHOOL STUDENTS; *INDIVIDUAL DEVELOPMENT; *INSERVICE PROGRAMS; JUNIOR HIGH SCHOOL STUDENTS; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 106P.

ABSTRACT.. DIVIDED INTO FOUR PHASES, THIS PROJECT IN CAREER EDUCATION INCLUDES THE FOLLOWING ASPECTS: PLANNING OF PROJECT POLICIES AND ACTIVITIES AND SECURING RESOURCE MATERIALS; ORIENTATION OF THE SCHOOL DISTRICT STAFF TO THE PROJECT; INTEGRATION OF OCCUPATIONAL INFORMATION, EXPLORATION, AND CAREER EDUCATION CONCEPTS INTO THE CURRICULUM, IDENTIFICATION OF POTENTIAL DROPOUTS, INTENSIVE OCCUPATIONAL COUNSELING FOR ALL JUNIOR AND SENIOR HIGH SCHOOL STUDENTS; AND DATA COLLECTION FOR THE FINAL EVALUATION AND DISSEMINATION OF PROJECT MATERIALS. PLACING MORE EMPHASIS ON COUNSELING IN THE CLASSROOM AND BRINGING THE TEACHER COUNSELOR TEAM INTO A CLOSER WORKING RELATIONSHIP CONSTITUTED ANOTHER GOAL OF THE PROJECT WHICH CREATED CHANGE IN TWO MAJOR AREAS: COUNSELING THROUGH LOCAL AND STATEWIDE INSERVICE PROGRAMS, AND CURRICULUM THROUGH A K-12 PROGRAM OF OCCUPATIONAL INFORMATION, ORIENTATION, AND EXPLORATION. (AUTHOR/LAA)

AVAILABILITY.. CAREER DEVELOPMENT PROJECT, WATERTOWN PUBLIC SCHOOLS, 435 TENTH AVENUE NORTHWEST, WATERTOWN, SOUTH DAKOTA 57201

INSTITUTION NAME.. WATERTOWN INDEPENDENT SCHOOL DISTRICT 1, S. DAK.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF ADULT AND VOCATIONAL RESEARCH.

****END OF ABSTRACT****

ERICABSTR
ED 084471

PUBLICATION DATE.. 17 AUG 73

TITLE.. CURRICULAR-CAREER INFORMATION SERVICE (CCIS): DEVELOPMENT AND EVALUATION OF THE PILOT PROJECT, 1972-1973.

PERSONAL AUTHOR.. REARDON, ROBERT C.; AND OTHERS

DESCRIPTOR.. *CAREER PLANNING; *COLLEGE STUDENTS; CURRICULUM; *DECISION MAKING; *INFORMATION SERVICES; INSTRUCTIONAL MATERIALS; OCCUPATIONAL GUIDANCE; PILOT PROJECTS; RESOURCES; SELF EVALUATION; *STUDENT DEVELOPED MATERIALS

DESCRIPTIVE NOTE.. 40P.

ABSTRACT.. THE CURRICULAR-CAREER INFORMATION SERVICE (CCIS) WAS AN OUTREACH, SELF-MANAGED, MULTI-MEDIA BASED CAREER GUIDANCE PROGRAM DESIGNED FOR LOWER DIVISION COLLEGE STUDENTS. CCIS OFFERED STUDENTS BASIC INFORMATION ABOUT CAREER DECISION-MAKING, A SELF-ASSESSMENT EXPERIENCE, A LARGE COLLECTION OF CURRICULAR-CAREER INFORMATION, AND INFORMATION ABOUT CAMPUS AND COMMUNITY REFERRAL RESOURCES. VARIOUS TYPES OF MEDIA, INCLUDING AUDIO AND VIDEO CASSETTES, SLIDETAPES, AND PRINTED MATERIALS WERE USED. CCIS WAS STAFFED BY RESIDENCE HALL RA'S AND A CAREER GUIDANCE SPECIALIST. BOTH PROCESS AND PRODUCT EVALUATIONS WERE CARRIED OUT. IN THE PRODUCT EVALUATION, CCIS USERS WERE SIGNIFICANTLY BETTER ABLE TO IDENTIFY AND USE CAREER DEVELOPMENT RESOURCES, AND HAD LEARNED MORE ABOUT THE CAREER DECISION-MAKING PROCESS THAN CCIS NON-USERS IN BOTH LANDIS AND A COMPARISON (NO TREATMENT) RESIDENCE HALL. NO OTHER SIGNIFICANT DIFFERENCES APPEARED IN THE DATA PROVIDED BY VARIOUS INSTRUMENTS. THE CONCLUSION WAS THAT CCIS HAD BEEN SUCCESSFUL IN MOVING THROUGH ITS ESTABLISHMENT PHASE OF DEVELOPMENT AND IN MEETING SOME OF THE IMPORTANT GOALS IDENTIFIED FOR THE PILOT YEAR. THE DECISION HAS BEEN MADE TO CONTINUE CCIS FOR 1973-1974, AND IT IS CURRENTLY BEING MODIFIED AND EXPANDED. (AUTHOR)

INSTITUTION NAME.. FLORIDA STATE UNIV., TALLAHASSEE. DIV. OF STUDENT AFFAIRS.

****END OF ABSTRACT****

ERICABSTP
FD 082725

PUBLICATION DATE.. 29 MAY 72

TITLE.. A DECISION-MAKING SYSTEM FOR THE CAREER INFORMATION CENTER AT TALLAHASSEE COMMUNITY COLLEGE.

PERSONAL AUTHOR.. RICHARDVILLE, JERRY; AND OTHERS

DESCRIPTOR.. BEHAVIORAL OBJECTIVES; *CAREER PLANNING; *COMMUNITY COLLEGES; *DECISION MAKING; POST SECONDARY EDUCATION; *SELF HELP PROGRAMS; STUDENT DEVELOPED MATERIALS; SYSTEMS APPROACH; TECHNICAL REPORTS; *VOCATIONAL COUNSELING

IDENTIFIER.. CAREER INFORMATION SYSTEM; *TALLAHASSEE COMMUNITY COLLEGE

DESCRIPTIVE NOTE.. 31P.; PAPER SUBMITTED IN COURSE 553, FLORIDA STATE UNIVERSITY

ABSTRACT.. A SYSTEM FOR AIDING STUDENTS AT TALLAHASSEE COMMUNITY COLLEGE IN USING THE CAREER INFORMATION SYSTEM IN VOCATIONAL PLANNING WAS DEVELOPED. THE SYSTEM ALLOWS THE STUDENTS TO SERVE THEMSELVES WITH MINIMUM COUNSELOR INTERVENTION. IN BEHAVIORAL TERMS, THE SYSTEM SHOULD ENABLE THE STUDENT TO: (1) PLACE HIMSELF IN ONE OF THE SIX CLIENT CATEGORIES; (2) ASSESS HIS ATTITUDES, ABILITIES, INTERESTS, PREFERENCES, PHYSICAL AND SOCIAL CHARACTERISTICS; (3) LOCATE CURRENT INFORMATION RELEVANT TO HIS NEEDS; (4) IDENTIFY VARIOUS REALISTIC ALTERNATIVE PLANS; (5) LIST THE ALTERNATIVE IN A HIERARCHY OF PREFERENCE; (6) CHOOSE FROM THE HIERARCHY ALTERNATIVE PLANS TO PURSUE; (7) IDENTIFY STEPS NECESSARY IN TAKING ACTION TO ACHIEVE GOAL; AND (8) RECOGNIZE THE NEED TO REVIEW PLANS AND GOALS PERIODICALLY TO CHECK PROGRESS. THE PROGRESSION OF THE STEPS THROUGH WHICH THE STUDENT GOES AT THE CIC ARE OUTLINED. RECOMMENDATIONS ARE GIVEN IN RELATION TO REORGANIZATION OF MATERIALS AT THE CIC, RESOURCE PEOPLE, TESTING, PUBLICITY, AND COSTS. APPENDIXES PROVIDE: GENERAL GUIDE TO TCC:CIC INDUCTION, GENERAL OUTLINE OF PAMPHLETS, DECISION-MAKING MODEL SCRIPT, CIC EXPERIENCE EVALUATION SHEET, SELF-ASSESSMENT CHECKLIST, AND FUTURE GROUP GUIDE. (DB)

****END OF ABSTRACT****

ERICABSTR
ED 082099

PUBLICATION DATE.. 73

TITLE.. VIEW IN REVIEW.

PERSONAL AUTHOR.. BONNER, DON; ELLIS, SHERRLYN

DESCRIPTOR.. CAREER CHOICE; DECISION MAKING; DIRECTORIES; EMPLOYMENT OPPORTUNITIES; *INFORMATION DISSEMINATION; *MICROFILM; *OCCUPATIONAL INFORMATION; *RESOURCE MATERIALS; *STATE PROGRAMS; VOCATIONAL COUNSELING

IDENTIFIER.. VIEW; VITAL INFORMATION FOR EDUCATION AND WORK

DESCRIPTIVE NOTE.. 6P.

ABSTRACT.. UNDER THE VOCATIONAL EDUCATION AMENDMENTS (1968) TO THE VOCATIONAL EDUCATION ACT OF 1963, INNOVATIVE STATE-LEVEL PROJECTS ENTITLED VITAL INFORMATION FOR EDUCATION AND WORK (VIEW) HAVE BEEN IMPLEMENTED. VIEW WAS DESIGNED AS A SUPPLEMENTARY AID FOR COUNSELORS, TEACHERS, AND ADMINISTRATORS TO ASSIST STUDENTS IN MAKING OCCUPATIONAL AND CAREER CHOICES. VIEW MAKES CURRENT, RELEVANT CAREER INFORMATION ACCESSIBLE TO STUDENTS VIA A SYSTEM OF MICROFILM CARDS AND READERS, A DECK OF OCCUPATIONAL VIEW CARDS, AND AN INDEX OF OCCUPATIONS LISTED. THE PRESENT RESEARCH BRIEFLY PRESENTS RESULTS OF A NATIONAL SURVEY, LISTING THOSE STATES USING VIEW OR SIMILAR PROJECTS, THEIR RESPECTIVE ADDRESSES, AND STAGE OF DEVELOPMENT OF SELECTED PROJECTS. TWENTY-FIVE STATES ARE INCLUDED. (AUTHOR/NMF)

****END OF ABSTRACT****

ERICABSTR
ED 078128

PUBLICATION DATE.. MAR 72

TITLE.. HANDBOOK FOR THE ACT CAREER PLANNING PROGRAM.

DESCRIPTOR.. CAREER CHOICE; *CAREER EDUCATION; *CAREER PLANNING; DECISION MAKING; EDUCATIONAL PLANNING; *GUIDANCE PROGRAMS; GUIDANCE SERVICES; INSTRUMENTATION; NORMS; OCCUPATIONAL GUIDANCE; *POST SECONDARY EDUCATION; RELIABILITY; VALIDITY; *VOCATIONAL COUNSELING; VOCATIONAL INTERESTS

IDENTIFIER.. ACT; *AMERICAN COLLEGE TESTING PROGRAM

DESCRIPTIVE NOTE.. 124P.; 1972 EDITION

ABSTRACT.. PREPARED BY THE RESEARCH AND DEVELOPMENT DIVISION OF THE AMERICAN COLLEGE TESTING (ACT) PROGRAM, THIS HANDBOOK CONTAINS INFORMATION PERTAINING TO THE ACT CAREER PLANNING PROGRAM, A GUIDANCE PROGRAM FOR STUDENTS CONSIDERING AND ENTERING POST-HIGH SCHOOL CAREER EDUCATION PROGRAMS. THE PRIMARY INSTRUMENT OF THE CAREER PLANNING PROGRAM IS A CAREER PLANNING PROFILE (CPP) WHICH STUDENTS COMPLETE PRIOR TO ENTERING POST-HIGH SCHOOL EDUCATION. THIS INSTRUMENT CONSISTS OF A VOCATIONAL INTEREST PROFILE, EIGHT ABILITY MEASURES, AND STUDENT INFORMATION REGARDING CAREER DECISIONS AND EDUCATIONAL PLANNING. MOST OF THE INFORMATION IN THIS HANDBOOK CONCERNS THE CPP AND INCLUDES: (1) A DISCUSSION OF THE CONSTRUCTION, CONTENT, AND NORMING OF THE CPP, (2) INFORMATION ABOUT THE RELIABILITY AND INTERCORRELATION OF CPP MEASURES AND THEIR RELATIONSHIP TO OTHER SIMILAR MEASURES, AND (3) EVIDENCE OF THE CRITERION-RELATED VALIDITY OF CPP SCALES, INCLUDING THE EFFECTIVENESS OF THE CPP IN PREDICTING STUDENT PERFORMANCE AND IN DIFFERENTIATING EDUCATIONAL PROGRAMS. GENERAL, PROGRAM CLUSTER, AND SPECIAL SUBGROUP NORMS PLUS A LISTING OF INSTITUTIONS ADMINISTERING THE CPP DURING THE NORMING PERIOD ARE APPENDED. (SB)

AVAILABILITY.. ACT PUBLICATIONS, P.O. BOX 168, IOWA CITY, IOWA 52240 ($3.00)

INSTITUTION NAME.. AMERICAN COLL. TESTING PROGRAM, IOWA CITY, IOWA. RESEARCH AND DEVELOPMENT DIV.

****END OF ABSTRACT****

ERICABSTR
ED 077215

PUBLICATION DATE.. FEB 73

TITLE.. CHAIRMAN'S INTRODUCTION TO PROGRAM ON SIGI, FOR APGA, SAN DIEGO.

DESCRIPTOR.. *CAREER CHOICE; CAREER PLANNING; COLLEGE CHOICE; COLLEGE STUDENTS; *COMPUTER ASSISTED INSTRUCTION; *DECISION MAKING; *DECISION MAKING SKILLS; EDUCATIONAL PLANNING; GUIDANCE; LOGIC; OCCUPATIONAL CHOICE; SPEECHES

IDENTIFIER.. SIGI; *SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION

DESCRIPTIVE NOTE.. 15P.; SPEECH PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION ANNUAL MEETING (SAN DIEGO, CALIFORNIA, FEBRUARY 9-12, 1973)

ABSTRACT.. A COMPUTER-BASED SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION (SIGI) WAS DESIGNED TO ENHANCE THE STUDENT'S FREEDOM OF CHOICE, TO DEVELOP HIS UNDERSTANDING OF ELEMENTS INVOLVED IN CHOICE, AND TO INCREASE HIS COMPETENCE IN THE PROCESS OF MAKING INFORMED AND RATIONAL CAREER DECISIONS. IN THE GUIDANCE SYSTEM, THE STUDENT INTERACTS WITH A COMPUTER IN SUCH A WAY AS TO EXAMINE HIS OWN VALUES, OBTAIN AND USE RELEVANT INFORMATION, INTERPRET PREDICTIVE DATA, AND FORMULATE PLANS. THIS INTERACTION HELPS THE STUDENT TO ARRIVE AT TENTATIVE CAREER DECISIONS AND TO MODIFY THE DECISIONS AS HE GAINS NEW INSIGHTS AND ADDITIONAL INFORMATION. THE DECISIONS INVOLVE BOTH EDUCATIONAL AND OCCUPATIONAL OPTIONS, WITH EMPHASIS ON THE PROCESS OF DECISION-MAKING. AS THE STUDENT GAINS CONTROL OF THE SYSTEM, HE PROGRESSIVELY DEVELOPS COMPETENCIES AND MASTERS STRATEGIES FOR RATIONAL BEHAVIOR IN THE FACE OF UNCERTAINTY. (AUTHOR/SH)

****END OF ABSTRACT****

ERICABSTR
ED 075672

PUBLICATION DATE.. 72

TITLE.. CAREER DEVELOPMENT: A CALIFORNIA MODEL FOR CAREER GUIDANCE CURRICULUM K-ADULT. CALIFORNIA PERSONNEL AND GUIDANCE ASSOCIATION MONOGRAPH NUMBER 5.

PERSONAL AUTHOR.. CUNHA, JOSEPH E., ED.; AND OTHERS

DESCRIPTOR.. CAREER CHOICE; *CAREER PLANNING; DECISION MAKING; EDUCATIONAL OBJECTIVES; *GUIDANCE PROGRAMS; *MODELS; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT

IDENTIFIER.. PROGRAM IMPLEMENTATION

DESCRIPTIVE NOTE.. 102P.

ABSTRACT.. A MODEL HAS BEEN PREPARED BY A TASK FORCE OF EDUCATORS TO SERVE AS A CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF CAREER GUIDANCE PROGRAMS. THE MODEL CONSISTS OF THREE MAJOR COMPONENTS OF CAREER GUIDANCE WHICH PROMOTE CAREER IDENTITY, INCLUDING: (1) CAREER PLANNING AND DECISION MAKING, (2) EDUCATION, WORK, AND LEISURE ALTERNATIVES, AND (3) LIFE STYLES AND PERSONAL SATISFACTIONS. WITHIN EACH OF THE MAJOR COMPONENTS OF CAREER GUIDANCE, BASIC CONCEPTS HAVE BEEN IDENTIFIED ALONG WITH THE DEVELOPMENTAL LEVEL AND GOAL STATEMENT AMPLIFYING EACH CONCEPT. THE CONCEPTS REPRESENT BROAD AREAS OF LEARNING CONTENT WHICH STUDENTS NEED TO UNDERSTAND IN ORDER TO DEVELOP WORK, LEISURE, AND LIFE STYLE SATISFACTIONS. IN ADDITION TO DESCRIBING THE MODEL, THIS PUBLICATION CONTAINS INFORMATION AND SUGGESTIONS FOR: (1) EXPANDING THE BASIC MODEL TO DEVELOP OBJECTIVES FOR A PROGRAM, (2) IMPLEMENTING A PROGRAM, AND (3) EVALUATING A PROGRAM. SAMPLE NEEDS ASSESSMENT INSTRUMENTS AND EXAMPLES OF OBJECTIVES AND OUTCOMES FOR A CAREER GUIDANCE PROGRAM ARE APPENDED. (SB)

AVAILABILITY.. CALIFORNIA PERSONNEL AND GUIDANCE ASSOCIATION, 654 EAST COMMONWEALTH AVENUE, FULLERTON, CALIFORNIA 92631 (MEMBERS, $4.00; OTHERS, $5.50)

INSTITUTION NAME.. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF PUPIL PERSONNEL SERVICES.

SPONSORING AGENCY NAME.. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 073400

PUBLICATION DATE.. NOV 71

TITLE.. CAREER DEVELOPMENT AND PLANNING.

PERSONAL AUTHOR.. MACKENZIE, JOHN C.; MANUEL, PHIL A.

DESCRIPTOR.. *CAREER PLANNING; CURRICULUM GUIDES; DECISION MAKING; *GUIDANCE PROGRAMS; GUIDANCE SERVICES; HIGH SCHOOL CURRICULUM; INDIVIDUAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE; *PROGRAM DESCRIPTIONS; SECONDARY SCHOOL STUDENTS; SELF ACTUALIZATION; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 57P.; PAPER PRESENTED AT THE OSCA CONFERENCE (SUDBURY, ONTARIO, CANADA, NOVEMBER, 1971)

ABSTRACT.. THIS DEVELOPMENTAL COURSE IN CAREER PLANNING IS CONCEIVED AS A VOLUNTARY CLASS OPEN TO SECONDARY SCHOOL STUDENTS WHO FEEL THAT THEY ARE READY TO BENEFIT FROM IT. ITS FUNCTION, RATHER THAN SERVING THE MANPOWER NEEDS OF BUSINESS AND INDUSTRY, IS TO ASSIST STUDENTS TO BECOME MORE AWARE OF THEMSELVES AS CONTRIBUTING INDIVIDUALS AND OF THE MANY WAYS IN WHICH THEY CAN USE THEIR TALENTS PRODUCTIVELY. DECISION-MAKING SKILLS FORM AN INTEGRAL PART OF THE COURSE SO THAT INDIVIDUALS CAN UTILIZE THE SKILLS BEYOND THE IMMEDIATE TASK OF CAREER DECISION-MAKING. THE COMPLEX ISSUE OF WORK ITSELF IS ALSO DISCUSSED; THE THREE-AND FOUR-DAY WEEK, HIGH UNEMPLOYMENT, AND THE WELFARE QUESTION ARE WOVEN INTO THE RELEVANT COURSE CONTENT. NINE TOPICS ARE SUGGESTED FOR INCLUSION IN THIS COURSE TO BE OFFERED BY THE GUIDANCE DEPARTMENT; OUTLINES, RESOURCES, AND ACTIVITIES ARE AVAILABLE FOR MOST OF THEM. BOOKS, FILMS, GAMES, AND KITS ARE ALSO INCLUDED FOR THE ENTIRE COURSE. (SES)

****END OF ABSTRACT****

ERICABSTR
ED 069930

PUBLICATION DATE.. 69

TITLE.. LIFE CAREER. SCHOOL JOB CATALOG, INSTRUCTOR'S MANUAL, SPINNER AND SCORING BOOKLET, AND GAME MATERIALS.

PERSONAL AUTHOR.. BOOCOCK, SARANE S.

DESCRIPTOR.. CAREER EDUCATION; *DECISION MAKING; *EDUCATIONAL GAMES; EDUCATIONAL OPPORTUNITIES; *INSTRUCTIONAL MATERIALS; *LABOR MARKET; PROBLEM SOLVING; RESOURCE MATERIALS; ROLE PLAYING; SECONDARY GRADES; *SIMULATION; SOCIAL SCIENCES

IDENTIFIER.. CAREER AWARENESS; *DECISIONS; SELF AWARENESS

DESCRIPTIVE NOTE.. 176P.; PMM COLLECTION

ABSTRACT.. THIS GAME, A SIMULATION OF THE WAY THE LABOR MARKET, EDUCATIONAL OPPORTUNITIES, AND MARRIAGE AND LEISURE PATTERNS OPERATE IN OUR SOCIETY, IS DESIGNED FOR HIGH SCHOOL AND COLLEGE STUDENTS IN CLASSROOM SITUATIONS, AND HAS BEEN EXTENSIVELY TESTED AT THAT LEVEL. IT CAN BE USED WITH ANY NUMBER OF STUDENTS, FOR ANY AMOUNT OF TIME. PARTICIPANTS WALK THROUGH A SPAN OF 8 YEARS IN THE FUTURE AS DECISION-MAKERS FOR A FICTITIOUS PERSON PRESENTED TO THEM IN THE FORM OF A PROFILE OR CASE HISTORY. EACH TEAM OF DECISION-MAKERS IS IN COMPETITION WITH OTHER TEAMS WORKING WITH THE SAME PROFILE. AT VARIOUS INTERVALS, PLAYERS ARE FED BACK THE CONSEQUENCES OF THEIR DECISIONS IN THE FORM OF SCORES WHICH ARE INDICATORS OF THE RELATIVE SATISFACTIONS OF THE LIFE THEY HAVE PLANNED. THE GAME IS DESIGNED TO MEET THE FOUR BASIC REQUIREMENTS FOR INTELLIGENT CAREER DECISION-MAKING: (1) A FEELING FOR WHAT THE FUTURE WILL BE LIKE, (2) INFORMATION ON ALTERNATIVES OR OPPORTUNITIES, (3) THE PATTERN OF A LIFE CYCLE, AND (4) PRACTICE IN DECISION MAKING. (PM)

AVAILABILITY.. WESTERN PUBLISHING COMPANY, INC., SCHOOL AND LIBRARY DEPARTMENT, 150 PARISH DRIVE, WAYNE, NEW JERSEY 07470

****END OF ABSTRACT****

ERICABSTR
ED 063547

PUBLICATION DATE.. 72

TITLE.. TEACHING FOR CAREER DECISION-MAKING.

PERSONAL AUTHOR.. KOSUTH, JOAN; MILTENBERGER, JERRY

DESCRIPTOR.. CAREER CHOICE; *CAREER EDUCATION; *CAREER PLANNING; *DECISION MAKING; GOAL ORIENTATION; OCCUPATIONAL ASPIRATION; OCCUPATIONAL CHOICE; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT; VOCATIONAL INTERESTS

DESCRIPTIVE NOTE.. 114P.

ABSTRACT.. THIS MANUAL DESCRIBES A PROGRAM WHICH ATTEMPTS TO MEET THE NEED FOR IN-DEPTH CAREER COUNSELING. TEACHING FOR CAREER DECISION-MAKING IS A PLANNED CAREER DEVELOPMENT PROGRAM CONSISTING OF LOGICALLY ORGANIZED, SEQUENTIAL LEARNING ACTIVITIES SPECIFICALLY DESIGNED TO FAMILIARIZE A STUDENT WITH HIS OWN ABILITIES, APTITUDES, INTERESTS AND VALUES SO THAT HE MAY RELATE THEM TO THE EDUCATIONAL AND CAREER CHOICES AVAILABLE TO HIM. THE MANUAL IS DIVIDED INTO FOUR SECTIONS. SECTION ONE DESCRIBES POSSIBLE WAYS TO INCORPORATE A CAREERS CLASS INTO THE SCHOOL CURRICULUM. SECTION II OUTLINES SPECIFIC METHODS FOR ORGANIZING THE CLASS AROUND THE CAREER INSTRUCTIONAL PACKAGES. SECTION III CONTAINS THE NINE CAREER INSTRUCTIONAL PACKAGES. THE FINAL SECTION PROVIDES A GUIDE FOR IMPLEMENTING A CAREER DEVELOPMENT CENTER. INCLUDED IN THE DESCRIPTIONS ARE A RATIONALE FOR DEVELOPING A CENTER, A LIST OF SUGGESTED ACTIVITIES, MATERIALS AND EQUIPMENT, AND A FLOOR PLAN LAYOUT. (BW/AUTHOR)

INSTITUTION NAME.. DIVERSIFIED COUNSELING SERVICES, TUSTIN, CALIF.

****END OF ABSTRACT****

ERICABSTR
ED 060180

TITLE.. AN AGE-GRADED MODEL FOR CAREER DEVELOPMENT EDUCATION.

PERSONAL AUTHOR.. TUCKMAN, BRUCE W.

DESCRIPTOR.. *CAREER CHOICE; *CAREER EDUCATION; *CHILD DEVELOPMENT; *CURRICULUM DEVELOPMENT; DECISION MAKING; MATERIAL DEVELOPMENT; *MODELS; OCCUPATIONAL INFORMATION

IDENTIFIER.. CAREER AWARENESS; CAREER DECISION MAKING; SELF AWARENESS

DESCRIPTIVE NOTE.. 43P.

ABSTRACT.. THIS PAPER PRESENTS A CAREER DEVELOPMENTAL MODEL COVERING THE AGES OF 5 TO 18. CAREER DEVELOPMENT EDUCATION INCLUDES EXPERIENCES WHICH FACILITATE SELF-AWARENESS, CAREER-AWARENESS AND CAREER DECISION-MAKING. BEFORE CHOOSING A MODEL FOR CAREER DEVELOPMENT, IT IS NECESSARY TO DECIDE ON A MODEL FOR CHILD DEVELOPMENT. THE MODEL DEVELOPED HERE BORROWS HEAVILY FROM THE WORK OF HARVEY, HUNT, AND SCHRODER FOR FOUR BASIC STAGES, AND PROPOSES FOUR OTHER STAGES IN TERMS WHICH FORM THE BASIS FOR SUBSEQUENT EXTENSION. THE CAREER DEVELOPMENT EXPERIENCES WERE COMBINED WITH THE EIGHT STAGES OF CHILD DEVELOPMENT TO FORM A MATRIX OF 24 CELLS. PROCESSES AND MEDIA APPROPRIATE TO EACH CELL WERE DERIVED, THUS PROVIDING A MATRIX WHICH SERVES AS A BASE FROM WHICH ACTIVITIES CAN BE GENERATED. (SEB)

INSTITUTION NAME.. NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. OCCUPATIONAL RESEARCH AND DEVELOPMENT BRANCH.

****END OF ABSTRACT****

ERICABSTR
ED 038666

PUBLICATION DATE.. 2 MAR 70

TITLE.. OCCUPATIONAL INFORMATION AS AN INTEGRAL STRAND IN THE PLAN SOCIAL STUDIES CURRICULUM.

PERSONAL AUTHOR.. HAMILTON, JACK A.; WEBSTER, WILLIAM J.

DESCRIPTOR.. *CAREER PLANNING; DECISION MAKING; *DECISION MAKING SKILLS; EDUCATIONAL OBJECTIVES; *INDIVIDUALIZED CURRICULUM; *INDIVIDUALIZED INSTRUCTION; INDIVIDUALIZED PROGRAMS; INSTRUCTIONAL PROGRAMS; PERSONAL GROWTH; *VOCATIONAL EDUCATION

DESCRIPTIVE NOTE.. 16P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION, MINNEAPOLIS, MINNESOTA, MARCH 2-6, 1970

ABSTRACT.. PROJECT PLAN, A SYSTEM OF INDIVIDUALIZED EDUCATION DESIGNED TO ADAPT THE CURRICULUM TO THE SPECIFIC NEEDS OF EACH STUDENT, HAS AS ONE OF ITS PRINCIPAL OBJECTIVES THE ASSISTANCE OF YOUNG PEOPLE IN EXPLORING AND REACHING TENTATIVE DECISIONS ABOUT LONG RANGE OCCUPATIONAL GOALS. PLAN CHARGES EACH STUDENT WITH THE RESPONSIBILITY FOR FORMULATING HIS PERSONAL GOALS, FOR MAKING DECISIONS AND PLANS WITH RESPECT TO HIS EDUCATIONAL DEVELOPMENT, AND FOR THE MANAGEMENT OF HIS LEARNING IN SUCH A MANNER THAT HIS GOALS WILL BE ACHIEVED. THROUGH THE ECONOMICS STRAND IN THE SOCIAL STUDIES CURRICULUM, PLAN PROVIDES STUDENTS WITH A BROAD PROGRAM OF OCCUPATIONAL EDUCATION. THE PROGRAM CONSISTS OF APPROXIMATELY 30 INDIVIDUALIZED LEARNING UNITS DISTRIBUTED ACROSS ALL LEVELS OF INSTRUCTION. THE PRIMARY LEVEL IS THE INTRODUCTION TO WORK, THE INTERMEDIATE COVERS PRACTICE IN DECISION MAKING, THE SECONDARY LEVEL CONCENTRATES ON EXPLORATION AND MAKING SPECIFIC POST HIGH SCHOOL PLANS. (KJ)

INSTITUTION NAME.. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D.C.; AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES, SILVER SPRING, MD.

****END OF ABSTRACT****

ERICABSTR
EJ 108665

PUBLICATION DATE.. JAN 75

TITLE.. CAREER EXPLORATION

PERSONAL AUTHOR.. MEEHAN, MERRILL L.

DESCRIPTOR.. *CAREER EDUCATION; *JUNIOR HIGH SCHOOLS; *DEVELOPMENTAL TASKS; *HYPOTHESIS TESTING; *PROBLEM SOLVING; EDUCATIONAL OBJECTIVES; STUDENT NEEDS; CHILD DEVELOPMENT; EDUCATIONAL PHILOSOPHY; SELF CONCEPT

IDENTIFIER.. CAREER EXPLORATION

ABSTRACT.. SEVERAL DEFINITIONS OF CAREER EXPLORATION ARE DISCUSSED IN THE ARTICLE, AND AN INTERPRETATION IS OFFERED FOR THE MIDDLE/JUNIOR HIGH SCHOOL LEVEL: STUDENT EXPLORATORY BEHAVIORS IN REGARD TO SELF AND OCCUPATIONAL CONCEPTS ARE BEST DENOTED BY THEIR INCLUSION OF PROBLEM-SOLVING OR HYPOTHESIS TESTING. (AUTHOR/AJ)

JOURNAL CITATION.. MAN/SOCIETY/TECHNOLOGY; 34; 4; 114-16

****END OF ABSTRACT****

ERICABSTR
EJ 093888

PUBLICATION DATE.. APR 74

TITLE.. PROJECT HEAR

PERSONAL AUTHOR.. BURNS, RUTH ANN

DESCRIPTOR.. *STEREOTYPES; *MALES; *FEMALES; *CAREER CHOICE; DECISION MAKING; MANUALS; CURRICULUM DESIGN; EDUCATIONAL INNOVATION

IDENTIFIER.. *PROJECT HUMAN EDUCATIONAL AWARENESS RESOURCE

ABSTRACT.. ARTICLE DESCRIBED A NEW CURRICULA KIT DEVELOPED BY PROJECT HEAR (HUMAN EDUCATIONAL AWARENESS RESOURCE), A PROJECT AIMED AT BROADENING CAREER CHOICES FOR MALE AND FEMALE STUDENTS IN NEW JERSEY SCHOOLS. (AUTHOR/RK)

JOURNAL CITATION.. NJEA REVIEW; 47; 8; 26-7

****END OF ABSTRACT****

ERICABSTR
EJ 092388

PUBLICATION DATE.. JAN 74

TITLE.. A COURSE IN LIFE SKILLS

PERSONAL AUTHOR.. VITALO, RAPHAEL L.

DESCRIPTOR.. *HUMAN RELATIONS; *PROBLEM SOLVING; *CAREER PLANNING; *EDUCATIONAL OBJECTIVES; *RELEVANCE (EDUCATION); COMMUNICATION SKILLS; INTERPERSONAL RELATIONSHIP; COLLEGE CURRICULUM

ABSTRACT.. A COURSE IN LIFE SKILLS, INTEGRATING SYSTEMATIC HUMAN RELATIONS TRAINING AND PROBLEM SOLVING SKILLS AND THE DEFINING OF CAREER GOALS, IS PROPSED. RESEARCH IS PRESENTED SUPPORTING THE EFFECTIVENESS OF THE PROPOSED COURSE AND ITS POTENTIAL ALLEVIATION OF FOUR DEFICIENCIES IN STUDENT EDUCATION AND FUNCTIONING. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF COLLEGE STUDENT PERSONNEL; 15; 1; 34-38

****END OF ABSTRACT****

ERICABSTR
EJ 083706

PUBLICATION DATE.. SUM 73

TITLE.. PROJECT BIG

PERSONAL AUTHOR.. SCHULTZ, MERLIN W.

DESCRIPTOR.. *CAREER PLANNING; *COMMUNITY RESOURCES; *VOCATIONAL COUNSELING; *PROGRAM DESCRIPTIONS; CAREERS; CAREER EDUCATION; CAREER CHOICE; DECISION MAKING

IDENTIFIER.. *MAINE TOWNSHIP HIGH SCHOOLS; CAREER DAY

JOURNAL CITATION.. ILLINOIS CAREER EDUCATION JOURNAL; 30; 4; 7-9

****END OF ABSTRACT****

ERICABSTR
EJ 082483

PUBLICATION DATE.. APR 73

TITLE.. A MODEL FOR DEVELOPING A CAREER DECISION-MAKING PROGRAM

PERSONAL AUTHOR.. WINKLES, ELIZABETH J.; JOHNSON, RICHARD H.

DESCRIPTOR.. *CAREER PLANNING; *PROGRAM DESCRIPTIONS; *STUDENT NEEDS; *DECISION MAKING SKILLS; *COUNSELOR ROLE; DECISION MAKING; CAREER EDUCATION; COUNSELING GOALS

ABSTRACT.. THIS ARTICLE DESCRIBES THE PROCESS USED BY A HIGH SCHOOL COUNSELOR TO DESIGN CAREER DECISION-MAKING ACTIVITIES, FIELD-TEST THE ACTIVITIES, AND USE THE FIELD-TEST RESULTS TO DETERMINE THE MOST EFFECTIVE CAREER DECISION-MAKING PROGRAM. (AUTHOR)

JOURNAL CITATION.. CANADIAN COUNSELLOR; 7; 2; 139-143

****END OF ABSTRACT****

ERICABSTR
EJ 079233

PUBLICATION DATE.. JUN 73

TITLE.. GETTING A JUMP ON CAREER CHOICES

PERSONAL AUTHOR.. MURPHY, MARY KAY

DESCRIPTOR.. *CAREER EDUCATION; *CAREER CHOICE; *CAREER PLANNING; *CURRICULUM DESIGN; *DECISION MAKING; EDUCATIONAL OBJECTIVES; SELF CONCEPT; FLEXIBLE SCHEDULING; STUDENT INTERESTS

ABSTRACT.. IN COBB COUNTY, GEORGIA, CHILDREN START IN FIRST GRADE TO THINK ABOUT JOBS AND WHAT THEY WANT TO DO WITH THEIR HANDS AND MINDS AND LIVES. (EDITOR)

JOURNAL CITATION.. AMERICAN EDUCATION; 9; 5; 18-23

****END OF ABSTRACT****

ERICABSTR
EJ 062972

PUBLICATION DATE.. SEP 72

TITLE.. MOLD: A NEW APPROACH TO CAREER DECISION-MAKING

PERSONAL AUTHOR.. JOHNSON, RICHARD H.; MYRICK, ROBERT D.

DESCRIPTOR.. *CAREER CHOICE; *CAREER PLANNING; *DECISION MAKING; JUNIOR HIGH SCHOOL STUDENTS; MOTIVATION; *VOCATIONAL COUNSELING

ABSTRACT.. A CAREER DECISION-MAKING SIMULATION WAS EXPERIMENTALLY TESTED IN A MIDDLE SCHOOL, RESULTING IN SIGNIFICANT LEARNING OF EDUCATIONAL INFORMATION AS WELL AS HIGH STUDENT MOTIVATION AND INTEREST (AUTHOR)

JOURNAL CITATION.. VOCATIONAL GUIDANCE QUARTERLY; 21; 4; 48-52

****END OF ABSTRACT****

III. Research Findings

ERICABSTR
ED 092819

PUBLICATION DATE.. 74

TITLE.. THE EFFECTS OF SEX, OCCUPATIONAL CHOICE AND CAREER DEVELOPMENT RESPONSIBILITY ON THE CAREER MATURITY OF NINTH-GRADE STUDENTS.

PERSONAL AUTHOR.. THOMAS, HOLLIE B.

DESCRIPTOR.. *LOCUS OF CONTROL; *OCCUPATIONAL CHOICE; *OCCUPATIONS; RESEARCH PROJECTS; *SECONDARY SCHOOL STUDENTS; *SEX DIFFERENCES; SPEECHES; VOCATIONAL DEVELOPMENT; VOCATIONAL MATURITY

IDENTIFIER.. CAREER DEVELOPMENT RESPONSIBILITY SCALE; *CAREER MATURITY INVENTORY; CDR

DESCRIPTIVE NOTE.. 9P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATION RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

ABSTRACT.. THIS STUDY INVESTIGATED THE EFFECTS OF SEX, STATUS OF OCCUPATIONAL CHOICE, AND CAREER DEVELOPMENT RESPONSIBILITY ON THE CAREER MATURITY OF NINTH-GRADE STUDENTS FROM AN URBAN, INDUSTRIAL, INTEGRATED COMMUNITY. THE INSTRUMENTS USED WERE THE CAREER MATURITY INVENTORY (CRITES), AND THE CAREER DEVELOPMENT RESPONSIBILITY (CDR) SCALE (THOMAS). RESULTS SHOWED THAT THE MAIN EFFECTS OF OCCUPATIONAL CHOICE AND LEVELS OF THE CDR SCALE WERE SIGNIFICANT. STUDENTS WHO WERE ABLE TO STATE AN OCCUPATIONAL CHOICE HAD MORE MATURE CAREER ATTITUDES THAN THOSE WHO WERE UNDECIDED. ALTHOUGH THE MAIN EFFECT OF SEX WAS NONSIGNIFICANT, THE INTERACTION BETWEEN SEX AND CDR LEVELS APPROACHED SIGNIFICANCE SUGGESTING THAT SEX AND LEVEL OF CAREER DEVELOPMENT RESPONSIBILITY MAY HAVE DIFFERENTIAL EFFECTS ON THE DEVELOPMENT OF MATURE CAREER ATTITUDES. (AUTHOR/EK)

****END OF ABSTRACT****

ERICABSTR
ED 090471

PUBLICATION DATE.. 74

TITLE.. PROMOTING ADOLESCENT DECISION MAKING SKILLS WITH GROUP SOCIAL MODELS AND STRUCTURED GROUP INTERACTION.

PERSONAL AUTHOR.. BERGLAND, BRUCE; QUATRANO, LOUIS

DESCRIPTOR.. CAREER PLANNING; *COUNSELING EFFECTIVENESS; *COUNSELING GOALS; *DECISION MAKING; *GROUP COUNSELING; GROUP DYNAMICS; INFORMATION SEEKING; MODELS; *OCCUPATIONAL CHOICE; SECONDARY SCHOOL STUDENTS; SPEECHES

DESCRIPTIVE NOTE.. 33P.; PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (CHICAGO, ILLINOIS, APRIL, 1974)

ABSTRACT.. THE OBJECTIVES FOR THIS STUDY WERE TO: (1) EXPLORE COMPETING TREATMENTS FOR ASSISTING STUDENTS TO IDENTIFY PLANS, GATHER RELEVANT AND RELIABLE INFORMATION, AND CONSIDER TENTATIVE CHOICES WHICH WILL ENABLE THEM TO MAKE USE OF THESE DECISION-MAKING SKILLS OUTSIDE THE COUNSELING TREATMENT SETTING; (2) DEVELOP AND ASSESS THE RELATIVE EFFICACY OF A STRUCTURED GROUP INTERACTION TECHNIQUE, A VIDEO-PRESENTED SOCIAL MODELING PROCEDURE AND STRUCTURED INTERACTION; AND (3) GENERATE A BODY OF DATA WHICH WILL PERMIT THE STATING AND TESTING OF SUBSEQUENT RESEARCH HYPOTHESES THUS CONTRIBUTING TO THE DEVELOPMENT OF COUNSELING THEORY. ELEVENTH GRADE MALES (80) WERE ASSIGNED TO AN EXPERIMENTAL OR A CONTROL GROUP. THE TREATMENTS WERE: (1) STRUCTURED GROUP INTERACTION; (2) GROUP SOCIAL MODELING; AND (3) GROUP SOCIAL MODELING PLUS STRUCTURED INTERACTION. TREATMENT OUTCOMES WERE MEASURED BY ADMINISTERING TO EACH STUDENT AN ATTITUDE QUESTIONNAIRE, CAREER PLANNING INVENTORY, VOCATIONAL INFORMATION SURVEY, AND A VOCATIONAL PLANNING QUESTIONNAIRE. ANALYSIS OF RESULTS SHOW NO SIGNIFICANT DIFFERENCES AMONG GROUPS ON ANY OF THE TEST SCORES. THE AUTHOR CONCLUDES THAT SINCE NO CLEAR EVIDENCE OF UNIFORM POSITIVE TREATMENT EFFECTS HAVE BEEN DEMONSTRATED, NEW TREATMENT PROCEDURES MUST BE DEVELOPED WHICH WILL HAVE THE NECESSARY POWER TO EFFECT POSITIVE CHANGE. (RWP)

****END OF ABSTRACT****

ERICABSTR
ED 089168

PUBLICATION DATE.. FEB 74

TITLE.. REINFORCERS, VALUES, AND VOCATIONAL MATURITY IN ADULTS.

PERSONAL AUTHOR.. WALLS, RICHARD T.; GULKUS, STEVEN P.

DESCRIPTOR.. *ADULT COUNSELING; CAREER CHOICE; *OCCUPATIONAL ASPIRATION; PERSONAL VALUES; RESEARCH PROJECTS; *VALUES; VOCATIONAL COUNSELING; *VOCATIONAL MATURITY; *WORK ATTITUDES

IDENTIFIER.. *ADULT VOCATIONAL MATURITY INDEX

DESCRIPTIVE NOTE.. 13P.; PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL, 1974)

ABSTRACT.. THE PURPOSE OF THE STUDY IS TO TEST THE NOTION THAT JOB REINFORCERS AND OCCUPATIONAL VALUES ARE RELATED TO VOCATIONAL MATURITY. THE IMPORTANCE OF 21 REINFORCERS AND 11 VALUES WERE RATED BY 207 VOCATIONAL REHABILITATION CLIENTS AND 59 GRADUATE STUDENTS. THE DEPENDENT MEASURE WAS THE ADULT VOCATIONAL MATURITY INDEX. OLDER SUBJECTS WITH MORE EDUCATION WERE MORE VOCATIONALLY MATURE. THOSE SUBJECTS WHO CONSIDERED -- (A) GETTING A FEELING OF ACCOMPLISHMENT, (B) DOING WORK WITHOUT FEELING IT IS MORALLY WRONG, (C) HAVING STEADY EMPLOYMENT, (D) INDEPENDENCE, (3) OPPORTUNITY TO USE SPECIAL TALENTS, (F) CHALLENGE, AND (G) SELF-SATISFACTION -- IMPORTANT, WERE HIGH IN VOCATIONAL MATURITY. SUBJECTS WHO CONSIDERED SUCH THINGS AS -- (A) TELLING OTHER WORKERS WHAT TO DO, (B) HAVING THE POSITION OF "SOMEBODY" IN THE COMMUNITY, AND (C) PRESTIGE -- IMPORTANT, WERE LOWER IN VOCATIONAL MATURITY. THE DATA INDICATES THAT CHOICE OF OCCUPATIONAL REINFORCERS AND PREFERENCES FOR SPECIFIED VALUES ARE REFLECTED IN THE INDIVIDUAL'S "VOCATIONAL MATURITY." (AUTHOR)

INSTITUTION NAME.. WEST VIRGINIA UNIV., MORGANTOWN.

SPONSORING AGENCY NAME.. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C.; WEST VIRGINIA STATE BOARD OF VOCATIONAL EDUCATION, CHARLESTON. DIV. OF VOCATIONAL REHABILITATION.

****END OF ABSTRACT****

ERICABSTR
ED 087883

PUBLICATION DATE.. DEC 73

TITLE.. DIAGNOSTIC SCHEME FOR SPECIFYING VOCATIONAL ASSISTANCE.

PERSONAL AUTHOR.. HOLLAND, JOHN L.; AND OTHERS

DESCRIPTOR.. *CAREER CHOICE; CAREER EDUCATION; *DECISION MAKING; *DIAGNOSTIC TESTS; EDUCATIONAL DIAGNOSIS; EDUCATIONAL RESEARCH; EVALUATION CRITERIA; *OCCUPATIONAL GUIDANCE; *PREDICTIVE VALIDITY; SELF EVALUATION

IDENTIFIER.. SELF DIRECTED SEARCH

DESCRIPTIVE NOTE.. 52P.

ABSTRACT.. THE VALIDITY OF SOME THEORETICALLY-DERIVED VOCATIONAL DIAGNOSTIC SIGNS WAS EXAMINED TO LEARN IF A PERSON'S SELF-KNOWLEDGE, OCCUPATIONAL KNOWLEDGE, AND DECISION-MAKING ABILITY WERE PREDICTABLE. DIVERSE SAMPLES OF HIGH SCHOOL JUNIORS (N = 1005), COLLEGE JUNIORS (N = 692), AND EMPLOYED ADULTS (N = 140) WERE ADMINISTERED THE SELF-DIRECTED SEARCH (THE SOURCE OF THE DIAGNOSTIC SIGNS) AND THE CRITERIA FOR VALIDATING THE SIGNS (THE CAREER MATURITY INVENTORY, A DECISION-MAKING TASK, QUESTIONNAIRE ITEMS ABOUT VOCATIONAL CHOICE, SCALES MEASURING IDENTITY, ANOMY, ORIGINALITY, AND INTERPERSONAL COMPETENCY). THE SIGNS FOR GOOD DECISION-MAKING ABILITY (CONSISTENCY AND DIFFERENTIATION OF THE SDS PROFILES) PREDICTED SCORES ON THE DECISION-MAKING TASK MORE EFFICIENTLY THAN ANY NON-SDS VARIABLES. IN CONTRAST, THE SIGNS CONCERNED WITH SELF AND OCCUPATIONAL KNOWLEDGE HAD NO CONVERGENT OR DISCRIMINANT VALIDITY. THE RESULTS FOR THE DECISION-MAKING SIGNS, HOWEVER, IMPLY SOME IMMEDIATE PRACTICAL APPLICATIONS AND SOME POTENTIALLY VALUABLE THEORETICAL INVESTIGATIONS. (DATA TABLES AND A 21-ITEM BIBLIOGRAPHY ARE INCLUDED IN THE REPORT.) (AUTHOR/AG)

INSTITUTION NAME.. JOHNS HOPKINS UNIV., BALTIMORE, MD. CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS.

SPONSORING AGENCY NAME.. NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.

****END OF ABSTRACT****

FRICABSTR
ED 085650

PUBLICATION DATE.. APR 73

TITLE.. STUDENT CAREER DECISIONS: THE LIMITS OF RATIONALITY.

PERSONAL AUTHOR.. BAUMGARDNER, STEVE R.; RAPPOPORT, LEON

DESCRIPTOR.. CAREER CHOICE; *COGNITIVE PROCESSES; *COLLEGE MAJORS; COLLEGE STUDENTS; *DECISION MAKING; *EMOTIONAL RESPONSE; LOGICAL THINKING; QUESTIONNAIRES; *RESEARCH PROJECTS; THOUGHT PROCESSES

DESCRIPTIVE NOTE.. 38P.

ABSTRACT.. THIS STUDY COMPARES MODES OF COGNITIVE FUNCTIONING REVEALED IN STUDENT SELECTION OF A COLLEGE MAJOR. STUDENTS WERE INTERVIEWED IN-DEPTH CONCERNING REASONS FOR THEIR CHOICE OF MAJORS. PROTOCOL DATA SUGGESTED TWO DISTINCT MODES OF THINKING WERE EVIDENT ON AN ANALYTIC-INTUITIVE DIMENSION. FOR OPERATIONAL PURPOSES ANALYTIC THINKING WAS DEFINED BY PUBLICLY VERIFIABLE AND WELL-DEFINED PREMISES LEADING TO LOGICAL-RATIONAL CONCLUSIONS. INTUITIVE THINKING WAS DEFINED BY EMOTIONAL INVOLVEMENT AND GLOBAL IMPRESSIONS WHICH FORMED THE BASIS FOR JUSTIFICATION AND SELECTION OF A MAJOR. QUESTIONNAIRES WERE ADMINISTERED TO A SAMPLE OF 600 UNDERGRADUATES, AND AN INDEX SCORE WAS COMPUTED FOR EACH STUDENT REFLECTING THE RELATIVE IMPORTANCE OF ANALYTIC VERSUS INTUITIVE STATEMENTS. THE INTUITIVE DIMENSION WAS FOUND TO BE MORE IMPORTANT (A) TO STUDENTS AS THEY PROGRESSED THROUGH SCHOOL, AND (B) FOR STUDENTS IN SOFT (HUMANITIES) AS OPPOSED TO EITHER HARD (NATURAL SCIENCES) OR BUSINESS CURRICULA. FEMALES WITH SOFT MAJORS HAD MORE ANALYTIC SCORES THAN MALES IN SOFT MAJORS, AND FEMALES IN BUSINESS MAJORS HAD MORE INTUITIVE SCORES THAN MALES IN BUSINESS MAJORS. ADDITIONAL ANALYSES SHOWED THAT STUDENTS WHO HAD CHANGED MAJORS TWO OR MORE TIMES HAD HIGHER INTUITIVE SCORES THAN THOSE WHO HAD NEVER CHANGED MAJORS. (AUTHOR/LP)

****END OF ABSTRACT****

ERICABSTR
ED 082086

PUBLICATION DATE.. FEB 73

TITLE.. PERCEPTIONS OF PERSONAL CONTROL AND CONFORMITY OF VOCATIONAL CHOICE AS CORRELATES OF VOCATIONAL DEVELOPMENT.

PERSONAL AUTHOR.. GABLE, ROBERT K.

DESCRIPTOR.. *CONFORMITY; DECISION MAKING; EVALUATION METHODS; *FEMALES; *MEASUREMENT INSTRUMENTS; *OCCUPATIONAL CHOICE; PERCEPTION; PERSONALITY ASSESSMENT; TESTING; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 16P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, 9-12 FEBRUARY 1973, SAN DIEGO, CALIFORNIA

ABSTRACT.. THE AUTHOR REVIEWS THE LITERATURE ON VOCATIONAL DEVELOPMENT WITH AN EMPHASIS ON INSTRUMENTS WHICH MEASURE VOCATIONAL MATURITY. THIS STUDY EXAMINES DIFFERENCES IN THE VOCATIONAL MATURITY OF WOMEN ACROSS DIFFERENT LEVELS OF INTERNAL-EXTERNAL (I-E) CONTROL AND TYPICAL VERSUS ATYPICAL VOCATIONAL CHOICE. THE STUDY MADE THE FOLLOWING PREDICTIONS: (1) INTERNALLY-CONTROLLED WOMEN WILL HAVE A HIGHER VOCATIONAL MATURITY SCORE THAN EXTERNALLY-CONTROLLED WOMEN; (2) WOMEN MAKING ATYPICAL VOCATIONAL CHOICES WILL HAVE HIGHER VOCATIONAL MATURITY SCORES THAN THOSE MAKING TYPICAL CHOICES; AND (3) AN INTERACTION BETWEEN TYPE OF CHOICE AND PERCEPTION OF CONTROL WITH RESPECT TO VOCATIONAL DEVELOPMENT WILL EXIST. USING CRITES' VOCATIONAL DEVELOPMENT INVENTORY AND MACDONALD-TSENG'S I-E SCALE TO MEASURE VOCATIONAL MATURITY, THE AUTHOR PROPOSES UTILIZATION OF THE I-E CONTROL CONSTRUCT IN EXAMINING VOCATIONAL MATURITY OF COLLEGE WOMEN IN ORDER TO CONTRIBUTE TO AN UNDERSTANDING OF THE VOCATIONAL CHOICE PROCESS. (AUTHOR/LAA)

****END OF ABSTRACT****

FRICABSTR
FD 080742

PUBLICATION DATE.. OCT 71

TITLE.. SECOND SURVEY OF HIGH SCHOOL STUDENTS' NEEDS FOR LABOR MARKET INFORMATION IN CAREER DECISION-MAKING.

PERSONAL AUTHOR.. LANER, STEPHEN

DESCRIPTOR.. *CAREER CHOICE; *DECISION MAKING; *FAMILY INFLUENCE; HIGH SCHOOL STUDENTS; *INFORMATION NEEDS; OCCUPATIONAL INFORMATION; *STUDENT ATTITUDES; SURVEYS; VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 42P.; CONDUCTED AT FREMONT HIGH SCHOOL (OAKLAND, CALIF., JUNE, 1971)

ABSTRACT.. A SURVEY OF HIGH SCHOOL STUDENTS' ATTITUDES TOWARD THEIR PROSPECTIVE INVOLVEMENT IN THE WORLD OF WORK AND THE INFLUENCES WHICH PROMOTE OR HINDER THEIR EMPLOYMENT CHOICES WAS CONDUCTED TO CONTRIBUTE DATA TOWARD THE DESIGN OF A MODEL LABOR MARKET INFORMATION SYSTEM. TWO-THIRDS OF THE STUDENTS SAMPLED SAID THAT THEY HAD REACHED DECISIONS ABOUT THEIR FUTURE CAREERS, BUT THE DATA COLLECTED INDICATED THAT MANY OF THESE DECISIONS WERE REACHED IN THE ABSENCE OF APPROPRIATE INFORMATION ABOUT JOBS AND CAREERS. ALTHOUGH THE STUDENTS CLAIMED THAT COUNSELORS WERE NOT PROVIDING THE INFORMATION THEY NEEDED, IT WAS FOUND THAT THE COUNSELORS WERE CONCENTRATING ON PROVIDING THE DATA THAT THE STUDENTS REQUESTED MOST OFTEN: INFORMATION ABOUT THE TRAINING AND EDUCATION REQUIRED TO GET A JOB. BOOKS AND PAMPHLETS ON OCCUPATIONS HAVE BEEN THE MAIN SOURCE OF JOB INFORMATION FOR STUDENTS, AND MOST STUDENTS CONSIDERED THEM TO HAVE BEEN OF REAL HELP. HOWEVER, THE STUDENTS WOULD PREFER DIRECT EXPERIENCE WITH THE WORLD OF WORK. THE SURVEY DATA SUGGEST THAT THE HIGH SCHOOL STUDENTS REACH CAREER DECISIONS MORE AS THE RESULT OF PARENTAL INFLUENCES RATHER THAN THROUGH FREE CHOICE. THIS RESTRICTED VIEW OF ALTERNATIVES MAY CAUSE WASTE OF ABILITY AND THWARTING OF AMBITION, WITH THE ATTENDANT DISSATISFACTION AND ALIENATION THAT COME FROM ILL-ADVISED CAREER DECISIONS. THE SURVEY DATA ARE PRESENTED IN NARRATIVE AND TABULAR FORM. (MF)

INSTITUTION NAME.. CALIFORNIA UNIV., BERKELEY. HUMAN FACTORS IN TECHNOLOGY RESEARCH GROUP.

SPONSORING AGENCY NAME.. MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
ED 072367

PUBLICATION DATE.. SEP 72

TITLE.. A CAREER DEVELOPMENT WORKSHOP FOR EMOTIONALLY DISADVANTAGED STUDENTS.

PERSONAL AUTHOR.. CARNEY, CLARKE G.

DESCRIPTOR.. COLLEGE STUDENTS; *DECISION MAKING; *ECONOMICALLY DISADVANTAGED; *GUIDANCE PROGRAMS; HIGH SCHOOL STUDENTS; *OCCUPATIONAL CHOICE; OCCUPATIONAL GUIDANCE; RESEARCH METHODOLOGY; RESEARCH PROJECTS; STUDENT PERSONNEL SERVICES; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 19P.; PAPER PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, SEPTEMBER 2-8, 1972, HONOLULU, HAWAII

ABSTRACT.. THE INVESTIGATION DESCRIBED IN THIS STUDY WAS A TWO PART PROCEDURE WHICH ATTEMPTED TO ANSWER THE GENERAL QUESTION: "DO THE CONSTRUCTS OF INDECISION AND INDECISIVENESS ADEQUATELY DESCRIBE DISADVANTAGED INDIVIDUALS WHO EXPERIENCE DIFFICULTIES IN MAKING A CAREER DECISION?" THE SAMPLING WAS FROM A POPULATION OF DISADVANTAGED HIGH SCHOOL AND COLLEGE STUDENTS. THE FIRST PART OF THE STUDY, WHICH TESTED THE EFFECTIVENESS OF THE UNIVERSITY OF UTAH COUNSELING CENTER'S CAREER PLANNING WORKSHOP AS A TREATMENT FOR VOCATIONAL UNDECIDEDNESS IN A DISADVANTAGED POPULATION, DID NOT YIELD STATISTICALLY RELIABLE DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. THE SECOND SEGMENT OF THE STUDY WAS AN EXPLORATORY RATHER THAN DEFINITIVE INVESTIGATION OF THE GENERAL QUESTION GIVEN ABOVE. THE SUBJECTS HAD ALL EXPERIENCED THE CAREER PLANNING WORKSHOP; ONE GROUP SHOWED AN INCREASE IN DEGREE OF CAREER DECIDEDNESS SUBSEQUENT TO WORKSHOP TREATMENT, WHILE THE SECOND GROUP DID NOT SHOW AN INCREASE. BOTH GROUPS WERE GIVEN THE VOCATIONAL DEVELOPMENT INVENTORY AND THE STATE-TRAIT ANXIETY INVENTORY. ALTHOUGH DIFFERENCES BETWEEN THE GROUPS WERE NOT STATISTICALLY RELIABLE, THE GROUP WHICH HAD INCREASED IN DECIDEDNESS EXHIBITED GREATER VOCATIONAL MATURITY AND LESS STATE- AND TRAIT-ANXIETY THAN THE GROUP WHICH HAD NOT SHOWN AN INCREASE IN DECIDEDNESS. REFERENCES ARE INCLUDED. (AUTHOR/SES)

INSTITUTION NAME.. KANSAS STATE UNIV., MANHATTAN. CENTER FOR STUDENT DEVELOPMENT.

****END OF ABSTRACT****

ERICABSTR
ED 063855

PUBLICATION DATE.. APR 72

TITLE.. GOAL-ORIENTATION VS. SELF-ORIENTATION: TWO PERSPECTIVES AFFECTING INDECISION ABOUT COLLEGIATE MAJOR AND CAREER CHOICE.

PERSONAL AUTHOR.. APPEL, VICTOR H.; WITZKE, DONALD B.

DESCRIPTOR.. *CAREER CHOICE; CAREER PLANNING; *COLLEGE FRESHMEN; *COLLEGE MAJORS; COLLEGE STUDENTS; *DECISION MAKING; *HIGHER EDUCATION; STUDENT CHARACTERISTICS

DESCRIPTIVE NOTE.. 13P.; PAPER PRESENTED AT THE 1972 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, CHICAGO, APRIL, 1972

ABSTRACT.. COLLEGE FRESHMEN ENTER HIGHER EDUCATION AT VARYING DEGREES OF MATURITY AND SOME ARE, THEREFORE, MORE CERTAIN OF THEIR FUTURE CAREER PLANS THAN ARE OTHERS. IN THE PRESENT STUDY THE INVESTIGATORS SOUGHT TO DETERMINE THE FACTORS ASSOCIATED WITH DECISION AND INDECISION REGARDING COLLEGIATE MAJOR AND CAREER CHOICE. THUS, THE AUTHORS DEVELOPED THE CAREER DECISION READINESS INVENTORY (CDRI), A 36-ITEM QUESTIONNAIRE INTENDED TO SAMPLE FACTORS PREVIOUSLY IDENTIFIED AS RELEVANT TO DECISIONMAKING BEHAVIOR. THE FACTORS INCLUDE: NEED FOR INFORMATION, RISK-TAKING PROPENSITY, SELF-CONFIDENCE, EGO INVOLVEMENT WITH CHOICE, MANIFEST ANXIETY, INDEPENDENCE-DEPENDENCE, SUBJECTIVE UNCERTAINTY, AND FEAR OF FAILURE. THE CDRI WAS ADMINISTERED DURING THE SUMMER OF 1970 TO 1,137 INCOMING FRESHMEN AT THE UNIVERSITY OF TEXAS AT AUSTIN. THE SURVEY REVEALED THAT 3 SOURCE FACTORS ARE DETERMINANTS OF STUDENT DECISIONMAKING: (1) GOAL-ORIENTATION, OR A PROPENSITY TOWARD DIRECT CONCERN WITH THE ATTAINMENT OF A CAREER OBJECTIVE; (2) SELF-ORIENTATION, OR A PROPENSITY TO GIVE PRIMACY TO ATTAINING INCREASED SELF-AWARENESS AND PERSONAL GROWTH; AND (3) INDECISIVENESS-ORIENTATION, OR A PROPENSITY TO FIND ALL TYPES OF IMPORTANT DECISIONS DIFFICULT TO MAKE. (HS)

INSTITUTION NAME.. TEXAS UNIV., AUSTIN.

****END OF ABSTRACT****

ERICABSTR
ED 057375

PUBLICATION DATE.. APR 71

TITLE.. THE DIFFERENTIAL EFFECTS OF REINFORCEMENT AND ADVICE-GIVING ON INFORMATION-SEEKING BEHAVIOR IN COUNSELING.

PERSONAL AUTHOR.. SAMAAN, MAKRAM

DESCRIPTOR.. BEHAVIOR; BEHAVIOR CHANGE; COUNSELING; *COUNSELING EFFECTIVENESS; COUNSELOR PERFORMANCE; COUNSELORS; COUNSELOR TRAINING; *DECISION MAKING; DECISION MAKING SKILLS; *EDUCATIONAL COUNSELING; OPERANT CONDITIONING; PROBLEM SOLVING; *VERBAL OPERANT CONDITIONING; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 27P.; PAPER PRESENTED AT AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, ATLANTIC CITY, N. J., APRIL 4-8, 1971

ABSTRACT.. TWO COUNSELING APPROACHES, WHICH DIFFER ON HOW TO HELP A CLIENT MAKE A REALISTIC DECISION, ARE EVALUATED FOR THEIR RELATIVE EFFECTIVENESS. FIFTY SUBJECTS, RANDOMLY SELECTED FROM A POPULATION OF STUDENTS WHICH EXPRESSED A NEED FOR EDUCATIONAL/VOCATIONAL COUNSELING WERE ASSIGNED TO EITHER THE REINFORCEMENT OR THE PERSUASIVE ADVICE-GIVING TREATMENT CONDITION OR TO A CONTROL GROUP. ACTUAL COUNSELING IN EDUCATIONAL/VOCATIONAL DECISION-MAKING COMPRISED THE EXPERIMENTAL TASK, FOR WHICH 4 COUNSELORS WERE TRAINED TO USE EITHER VERBAL REINFORCEMENT OR ADVICE-GIVING. COUNSELOR TRAINING, ACTUAL INTERVIEWS AND INTERVIEW EVALUATION ARE DISCUSSED. NUMEROUS RESULTS ARE REPORTED WHICH POINT TO THE SUPERIORITY OF REINFORCEMENT AS A TECHNIQUE FOR PRODUCING AND INCREASING INFORMATION-SEEKING BEHAVIOR BOTH IN THE INTERVIEW AND OUTSIDE OF IT. THE AUTHOR CONCLUDES THAT REINFORCEMENT COUNSELING AIDS THE CLIENT'S LEARNING A CENTRAL STEP IN THE DECISION-MAKING PROCESS WHICH IS TRANSFERABLE TO OTHER SITUATIONS. (TL)

INSTITUTION NAME.. SACRAMENTO STATE COLL., CALIF.

****END OF ABSTRACT****

ERICABSTR
ED 054498

PUBLICATION DATE.. 70

TITLE.. PERSONALITY AND CAREER DECISION MAKING.

PERSONAL AUTHOR.. MALIK, HAR G. S.

DESCRIPTOR.. *ANXIETY; *CAREER PLANNING; DECISION MAKING SKILLS; GAME THEORY; HIGH SCHOOL STUDENTS; *OCCUPATIONAL CHOICE; *PERSONALITY; PERSONALITY TESTS; *PROBLEM SOLVING; SIMULATION; VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE.. 9P.

ABSTRACT.. THE HYPOTHESES TESTED THAT (1) ANXIETY AND (2) EXTRAVERSION (EXVIA) WOULD BE NEGATIVELY RELATED TO CAREER MAKING ABILITY. VARIABLES DEFINED AS CONTRIBUTING TO ANXIETY INCLUDED EGO WEAKNESS, EXCITABILITY, LOW SUPEREGO STRENGTH, THREAT SENSITIVITY AND HIGH ERGIC TENSION. EXTRAVERSION WAS CONSIDERED THE "GENERAL TENDENCY TO SOCIAL INTERACTION" WITH PEOPLE. CAREER DECISION MAKING ABILITY WAS CONSIDERED DIRECTLY PROPORTIONAL TO THE QUALITY OF STRATEGY USED BY THE INDIVIDUAL WHILE PLANNING THE FUTURE ACTIVITIES OF A FICTICIOUS PERSON IN THE FIELDS OF EDUCATION, JOB, FAMILY, LIFE AND LEISURE. THE JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE AND THE LIFE CAREER GAME (BOOCOCK, 1968) WERE USED TO OBTAIN MEASURES OF ANXIETY AND EXVIA, AND CAREER DECISION MAKING ABILITY RESPECTIVELY. EXCEPT FOR ONE FEMALE SUBGROUP, THE HYPOTHESIS OF NEGATIVE RELATIONSHIP BETWEEN ANXIETY AND CAREER DECISION MAKING ABILITY WAS NOT SUPPORTED; IN FACT FOR 3 MALE SUBGROUPS, A SIGNIFICANT POSITIVE RELATIONSHIP WAS FOUND. THE EXVIA SCORES AND CAREER DECISION MAKING ABILITY WERE NOT RELATED FOR ANY OF THE SUBGROUPS. POSSIBLE REASONS FOR NON-SUPPORT OF THE HYPOTHESES ARE DISCUSSED. (KS)

AVAILABILITY.. HARRY S. MALIK, VOCATIONAL PSYCHOLOGIST, SASKATCHEWAN TRAINING SCHOOL, MOOSE JAW, SASKATCHEWAN, CANADA

****END OF ABSTRACT****

ERICABSTR
ED 028475

PUBLICATION DATE.. 8 FEB 69

TITLE.. VIDEO GROUP SOCIAL MODELS, GROUP STIMULUS MATERIALS AND CLIENT CHARACTERISTICS IN VOCATIONAL COUNSELING: AN EXPERIMENTAL STUDY.

PERSONAL AUTHOR.. HAMILTON, JACK A.

DESCRIPTOR.. *CAREER PLANNING; COUNSELING EFFECTIVENESS; *DECISION MAKING; *GROUP COUNSELING; INFORMATION PROCESSING; INFORMATION SEEKING; INSTRUCTIONAL MATERIALS; *METHODS RESEARCH; MODELS; VIDEO TAPE RECORDINGS; *VOCATIONAL COUNSELING

DESCRIPTIVE NOTE.. 37P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION, LOS ANGELES, CALIFORNIA, FEBRUARY 5-8, 1969.

ABSTRACT.. ELEVENTH GRADE MALE STUDENTS PARTICIPATED IN THIS STUDY DESIGNED TO PROMOTE CAREER INFORMATION-SEEKING AND INFORMATION-PROCESSING BEHAVIOR. THREE EXPERIMENTAL TREATMENTS WERE ADMINISTERED: (1) STRUCTURED GROUP STIMULUS MATERIALS, (2) GROUP SOCIAL MODELING, AND (3) GROUP SOCIAL MODELING COMBINED WITH DISCUSSION. THREE CONTROL PROCEDURES WERE EMPLOYED: (1) INSIGHT GROUP COUNSELING; (2) WAIT CONTROL, AND (3) NO-INTEREST CONTROL. PLANNED STIMULUS MATERIALS WERE USED IN FOUR GROUP COUNSELING SESSIONS. FOUR VIDEO PRESENTED GROUP SOCIAL MODELS WERE USED IN FOUR SESSIONS. THIS SEQUENCE AND CONTENT WAS FOLLOWED IN THE MODELING-DISCUSSION TREATMENT. GROUP SOCIAL-MODELING AND MODELING-DISCUSSION TREATMENTS WERE FOUND TO PROMOTE SIGNIFICANTLY MORE KNOWLEDGE OF AND ABILITY TO STIMULATE CAREER DECISION-MAKING AT ONE SCHOOL. STRUCTURED STIMULUS MATERIALS AND MODELING-DISCUSSION WERE FOUND TO STIMULATE SIGNIFICANTLY MORE SUBJECT PERFORMANCE OF ACTUAL CAREER DECISION-MAKING BEHAVIORS AT A SECONDARY SCHOOL. (AUTHOR/KP)

INSTITUTION NAME.. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D.C.

****END OF ABSTRACT****

ERICABSTR
EJ 108894

PUBLICATION DATE.. DEC 74

TITLE.. SEX DIFFERENCES-SIMILARITIES IN JOB PREFERENCE FACTORS

PERSONAL AUTHOR.. SINGER, JACK N.

DESCRIPTOR.. *SEX DIFFERENCES; *CAREER CHOICE; *COLLEGE STUDENTS; *DECISION MAKING; *JOB SATISFACTION; RESEARCH PROJECTS; JOB ANALYSIS; SEX STEREOTYPES

ABSTRACT.. THE RESULTS SHOWED THAT WHILE COLLEGE STUDENTS HAVE STRONG DIFFERENCES IN THEIR PREFERENCES, THESE DIFFERENCES ARE NOT STEREOTYPICALLY MALE OR FEMALE. OVERALL, BOTH MALE AND FEMALE COLLEGE STUDENTS ARE PRIMARILY LOOKING FOR JOBS IN WHICH THEY CAN LEARN, ACCOMPLISH SOMETHING WORTHWHILE, AND WORK WITH FRIENDLY AND CONGENIAL CO-WORKERS. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF VOCATIONAL BEHAVIOR; 5; 3; 357-365

****END OF ABSTRACT****

ERICABSTR
EJ 103879

PUBLICATION DATE.. SEP 74

TITLE.. VOCATIONAL DECISION-MAKING STRATEGY-TYPES: AN EXPLORATORY STUDY

PERSONAL AUTHOR.. JEPSEN, DAVID A.

DESCRIPTOR.. *CAREER CHOICE; *DECISION MAKING; *OCCUPATIONAL CHOICE; *VOCATIONAL COUNSELING; ADOLESCENTS; HIGH SCHOOL STUDENTS

ABSTRACT.. TWELVE GROUPS OF HIGH SCHOOL JUNIORS EXHIBITING DISTINCTIVE VOCATIONAL DECISION-MAKING STRATEGIES ARE IDENTIFIED, AND THE BEHAVIOR DISCRIMINATING AMONG THEM IS DESCRIBED. (AUTHOR)

JOURNAL CITATION.. VOCATIONAL GUIDANCE QUARTERLY; 23; 1; 17-23

****END OF ABSTRACT****

ERICABSTR
EJ 103818

PUBLICATION DATE.. AUG 74

TITLE.. THE RELATIONSHIP OF VOCATIONAL DECIDEDNESS AND SATISFACTION WITH DOGMATISM AND SELF-ESTEEM

PERSONAL AUTHOR.. MAIER, DENNIS; HERMAN, AL

DESCRIPTOR.. *CAREER CHOICE; *OCCUPATIONAL CHOICE; *VOCATIONAL COUNSELING; *DECISION MAKING; *SELF ESTEEM; PERSISTENCE; DOGMATISM

ABSTRACT.. THIS STUDY INVESTIGATES THE RELATIONSHIP OF LEVELS OF VOCATIONAL DECIDEDNESS AND THE SATISFACTION OR DISSATISFACTION OF ONE'S LEVEL OF VOCATIONAL DECIDEDNESS WITH DOGMATISM AND SELF-ESTEEM. RESULTS INDICATE THAT VOCATIONALLY DECIDED AND UNDECIDED SUBJECTS REPRESENT UNIQUELY DIFFERENT POPULATIONS ON MEASURES OF DOGMATISM AND SELF-ESTEEM. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF VOCATIONAL BEHAVIOR; 5; 1; 95-101

****END OF ABSTRACT****

ERICABSTR
EJ 102305

PUBLICATION DATE.. JUN 74

TITLE.. VOCATIONAL DECISION-MAKING PATTERNS AMONG NONCOLLEGE-ASPIRING ADOLESCENTS

PERSONAL AUTHOR.. JEPSEN, DAVID A.

DESCRIPTOR.. *OCCUPATIONAL CHOICE; *CAREER CHOICE; *DECISION MAKING; ADOLESCENTS; VOCATIONAL COUNSELING; HIGH SCHOOL STUDENTS; GUIDANCE COUNSELING

ABSTRACT.. VOCATIONAL DECISION-MAKING (VDM) BEHAVIOR REPORTED BY NONCOLLEGE-ASPIRING ADOLESCENTS WAS MEASURED BY 32 INDICES DERIVED FROM DECISION THEORY. PATTERNED DIFFERENCES WERE ESPECIALLY EVIDENT ON INDICES ASSESSING RANGE OF PLANNING ACTIVITIES. A SPECULATIVE MODEL WAS DEVELOPED TO DESCRIBE THE RELATIONSHIP BETWEEN VDM CLUSTERS AND PERFORMANCES VARIABLES. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF VOCATIONAL BEHAVIOR; 4; 3; 283-296

****END OF ABSTRACT****

ERICABSTR
EJ 099191

PUBLICATION DATE.. JUN 74

TITLE.. A LEARNING THEORY APPROACH TO COUNSELING INDECISIVE CLIENTS

PERSONAL AUTHOR.. KRAVETZ, SHLOMO R.; THOMAS, KENNETH R.

DESCRIPTOR.. *REHABILITATION COUNSELING; *VOCATIONAL COUNSELING; *DECISION MAKING; *PROBLEM SOLVING; *VERBAL OPERANT CONDITIONING; CONDITIONING; COUNSELING THEORIES

ABSTRACT.. THIS ARTICLE PRESENTS A DETAILED COUNSELING STRATEGY BASED ON THE PRINCIPLES OF VERBAL OPERANT CONDITIONING. IT ARGUES THAT SUCH A STRATEGY SHOULD BE EFFECTIVE FOR WORKING WITH VOCATIONAL REHABILITATION CLIENTS WHOSE MAIN COMPLAINT IS THAT THEY ARE UNABLE TO MAKE VOCATIONAL DECISIONS. (AUTHOR)

JOURNAL CITATION.. REHABILITATION COUNSELING BULLETIN; 17; 4; 198-207

****END OF ABSTRACT****

RICABSTR
J 095847

UBLICATION DATE.. MAR 74

ITLE.. GROUP EXPERIENCES IN BUILDING PLANNING STRATEGIES

ERSONAL AUTHOR.. QUATRANO, LOUIS A.; BERGLAND, BRUCE W.

ESCRIPTOR.. *DECISION MAKING; *CAREER PLANNING; *VOCATIONAL DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; OCCUPATIONAL CHOICE; COUNSELOR ROLE; EDUCATIONAL GAMES; GROUP COUNSELING

BSTRACT.. REPORTS ON A STUDY IN WHICH GAME TECHNIQUES WERE USED TO IMPROVE THE DECISION MAKING PROCESSES OF ELEMENTARY SCHOOL STUDENTS IN RELATION TO EDUCATIONAL AND CAREER PLANNING. (RWP)

OURNAL CITATION.. ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 8; 3; 173-180

END OF ABSTRACT*

ERICABSTR
EJ 094378

PUBLICATION DATE.. MAR 74

TITLE.. PERSONALITY VARIABLES RELATED TO CAREER DECISION-MAKING ABILITIES OF COMMUNITY COLLEGE STUDENTS

PERSONAL AUTHOR.. WIGENT, PHILIP A.

DESCRIPTOR.. *JUNIOR COLLEGE STUDENTS; *CAREER PLANNING; *OCCUPATIONAL CHOICE; *DECISION MAKING; SELF CONCEPT; SELF ESTEEM; BEHAVIORAL SCIENCE RESEARCH

ABSTRACT.. THIS INVESTIGATION DEALS WITH HOW SELF-CONCEPT AND OTHER PSYCHOLOGICAL FACTORS ARE RELATED TO THE PROBLEM OF WHY SOME COLLEGE STUDENTS FIND IT EXTREMELY DIFFICULT TO MAKE EVEN A TENTATIVE DECISION AS TO THEIR FUTURE CAREER. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF COLLEGE STUDENT PERSONNEL; 15; 2; 105-108

****END OF ABSTRACT****

ERICABSTR
EJ 090948

PUBLICATION DATE.. MAY 73

TITLE.. EFFECTS OF BEHAVIORAL (REINFORCEMENT) AND ADVICE-GIVING COUNSELING ON INFORMATION-SEEKING BEHAVIOR

PERSONAL AUTHOR.. SAMAAN, MAKRAM K.; PARKER, CLYDE A.

DESCRIPTOR.. *REINFORCEMENT; *BEHAVIORAL COUNSELING; *INFORMATION SEEKING; *DECISION MAKING; *VOCATIONAL COUNSELING; COUNSELORS; COLLEGE STUDENTS; MOTIVATION; SELF ESTEEM; EDUCATIONAL COUNSELING; RESEARCH PROJECTS

ABSTRACT.. THE RESEARCH REPORTED HERE SUPPORTS EXISTING RESEARCH DEMONSTRATING THE GREATER EFFECTIVENESS OF BEHAVIORAL COUNSELING OVER TRADITIONAL METHODS. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF COUNSELING PSYCHOLOGY; 20; 3; 193-201

****END OF ABSTRACT****

ERICABSTR
EJ 087139

PUBLICATION DATE.. F 73

TITLE.. STRUCTURAL, INTERPERSONAL, AND BEHAVIORAL CORRELATES OF FEMALE ADOLESCENTS' OCCUPATIONAL CHOICES

PERSONAL AUTHOR.. PICOU, J. STEVEN; CURRY, EVANS W.

DESCRIPTOR.. *ADOLESCENTS; *FEMALES; *OCCUPATIONAL CHOICE; *DECISION MAKING; HIGH SCHOOL STUDENTS; DATA ANALYSIS; TABLES (DATA); CORRELATION

ABSTRACT.. THIS PAPER PRESENTS AN ANALYSIS OF THE OCCUPATIONAL CHOICES OF 1,485 FEMALE HIGH SCHOOL SENIORS. THE DECISION MAKING PROCESS IS ALSO CONSIDERED. (AUTHOR/RK)

JOURNAL CITATION.. ADOLESCENCE; 8; 31; 421-32

****END OF ABSTRACT****

ERICABSTR
EJ 085675

PUBLICATION DATE.. APR 73

TITLE.. JOB-SEEKING BEHAVIOR: A SEGMENT OF VOCATIONAL DEVELOPMENT

PERSONAL AUTHOR.. STEVENS, NANCY D.

DESCRIPTOR.. *VOCATIONAL DEVELOPMENT; *PSYCHOLOGICAL CHARACTERISTICS; *CAREER CHOICE; *JOB APPLICANTS; *VOCATIONAL MATURITY; PERSONALITY; BEHAVIOR PATTERNS; VOCATIONAL COUNSELING

ABSTRACT.. THIS PAPER REPORTS TWO COMPANION STUDIES WHICH ESTABLISH THAT THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN AN INDIVIDUAL'S PERSONALITY CHARACTERISTICS AND HIS PATTERN OF JOB-SEEKING BEHAVIOR. INDIVIDUALS WHO ARE TOUGH-MINDED, INDEPENDENT AND NONNEUROTIC HAD SPECIFIED JOB GOALS AND SELF-ACTUALIZED BEHAVIOR. INDIVIDUALS WHO WERE SENSITIVE, DEPENDENT AND NEUROTIC HAD VAGUE GOALS. INDIVIDUALS WHO EXHIBITED A MIXTURE OF THE CITED CHARACTERISTICS HAD A MODICUM OF SUCCESS IN OBTAINING JOBS. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF VOCATIONAL BEHAVIOR; 3; 2; 209-219

****END OF ABSTRACT****

ERICABSTR
EJ 080781

PUBLICATION DATE.. JUN 73

TITLE.. VOCATIONAL DECISION MAKING: A FUNCTION OF REJECTING ATTITUDES

PERSONAL AUTHOR.. HOUSLEY, WARREN F.

DESCRIPTOR.. *DECISION MAKING; *VOCATIONAL COUNSELING; *OCCUPATIONAL CHOICE; *STUDENT ATTITUDES; *PROBLEM SOLVING; CAREER CHOICE; DECISION MAKING SKILLS

ABSTRACT.. STUDENTS TEND TO HAVE GREATER FEELINGS ABOUT VOCATIONS THEY REJECT THAN ABOUT VOCATIONS THEY ARE WILLING TO ACCEPT. (AUTHOR)

JOURNAL CITATION.. VOCATIONAL GUIDANCE QUARTERLY; 21; 4; 288-292

****END OF ABSTRACT****

ERICABSTR
EJ 058832

PUBLICATION DATE.. MAY 72

TITLE.. COGNITIVE COMPLEXITY AND APPROPRIATE VOCATIONAL CHOICE: ANOTHER LOOK

PERSONAL AUTHOR.. BODDEN, JACK L.; KLEIN, ALAN J.

DESCRIPTOR.. *COGNITIVE PROCESSES; *DECISION MAKING; INDIVIDUAL CHARACTERISTICS; *OCCUPATIONAL CHOICE; OCCUPATIONS; *PERSONALITY; *WORK ENVIRONMENT

ABSTRACT.. RESULTS INDICATED A SIGNIFICANT POSITIVE CORRELATION BETWEEN COGNITIVE COMPLEXITY AND THE CHOOSING OF AN OCCUPATION IN WHICH THE ENVIRONMENT WAS COMPATIBLE WITH THE SUBJECT'S PERSONALITY COPING STYLE. (AUTHOR)

JOURNAL CITATION.. JOURNAL OF COUNSELING PSYCHOLOGY; 19; 3; 257-258

****END OF ABSTRACT****

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EJ 058410

PUBLICATION DATE.. JUN 72

TITLE.. PERSONALITY CORRELATES OF PREFERENCE FOR RISK AMONG OCCUPATION-ORIENTED JUNIOR COLLEGE STUDENTS

PERSONAL AUTHOR.. WITTNER, GLORIA; STEWART, LAWRENCE H.

DESCRIPTOR.. *INDIVIDUAL CHARACTERISTICS; JUNIOR COLLEGE STUDENTS; *OCCUPATIONAL ASPIRATION; OCCUPATIONAL CHOICE; PERSONALITY; *PERSONALITY ASSESSMENT; *RISK; *WORK ATTITUDES

ABSTRACT.. DIFFERENCES IN RESPONSES TO PERSONALITY ITEMS BETWEEN SUBJECTS WHO PREFER JOB SECURITY AND LOW EARNINGS AND THOSE WHO PREFER HIGH RISK AND HIGH INCOME JOBS SUGGEST BASIC AND GENERALIZED DIFFERENCES IN LIFE STYLE. (AUTHOR)

JOURNAL CITATION.. VOCATIONAL GUIDANCE QUARTERLY; 20; 4; 259-265

****END OF ABSTRACT****

ERICABSTR
EJ 057228

PUBLICATION DATE.. APR 72

TITLE.. MORE THAN LIP SERVICE IS NEEDED

PERSONAL AUTHOR.. HERMAN, AL

DESCRIPTOR.. *DECISION MAKING; ELEMENTARY SCHOOL STUDENTS; *OCCUPATIONAL ASPIRATION; *STUDENT CHARACTERISTICS; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT

ABSTRACT.. RESULTS OF THIS STUDY SHOWED THAT CERTAIN CHARACTERISTICS ARE FUNCTIONAL IN DECISION-MAKING PROCESSES EARLIER IN LIFE THAN HAD BEEN HYPOTHESIZED BY GINZBERG, INDICATING THE DESIRABILITY FOR PROVISION OF INFORMATION CONCERNING VOCATIONS AND THE WORLD OF WORK AT THE ELEMENTARY SCHOOL LEVEL. (AUTHOR)

JOURNAL CITATION.. CANADIAN COUNSELLOR; 6; 2; 95-99

****END OF ABSTRACT****

ERICABSTR
EJ 049162

PUBLICATION DATE.. OCT 71

TITLE.. THE LIFE CAREER GAME AND DECISION-MAKING AMONG NINTH GRADERS

PERSONAL AUTHOR.. JOHNSON, RICHARD H.

DESCRIPTOR.. *CAREER CHOICE; *DECISION MAKING; EDUCATIONAL GAMES; *GAMES; GUIDANCE PROGRAMS; JUNIOR HIGH SCHOOL STUDENTS; OCCUPATIONAL CHOICE; *OCCUPATIONAL INFORMATION; PROBLEM SOLVING; *SIMULATION

ABSTRACT.. IT WAS CONCLUDED THAT THE GAME MAY BE A USEFUL TECHNIQUE. IF USED, IT WOULD BE GOOD TO EXPAND THE PROFILES IN A EFFORT TO MAKE THE HYPOTHETICAL PERSON MORE REAL. THE USE OF LOCAL EDUCATIONAL AND OCCUPATIONAL INFORMATION WITH THE GAME WOULD PROVIDE MORE CHOICES OF A REALISTIC NATURE. (AUTHOR)

JOURNAL CITATION.. CANADIAN COUNSELOR; 5; 4; 257-262

****END OF ABSTRACT****

ERICABSTR
EJ 037440

PUBLICATION DATE.. APR 71

TITLE.. FACTORS AFFECTING VOCATIONAL AND EDUCATIONAL DECISION-MAKING OF HIGH SCHOOL GIRLS

PERSONAL AUTHOR.. WALLACE, JACQUELYN L.; LEONARD, THELMA H.

DESCRIPTOR.. ACADEMIC ACHIEVEMENT; *ACADEMIC ASPIRATION; *DECISION MAKING; FEMALES; HIGH SCHOOL CURRICULUM; HIGH SCHOOL STUDENTS; *HOME ECONOMICS EDUCATION; *OCCUPATIONAL ASPIRATION; OCCUPATIONAL CHOICE; OCCUPATIONAL INFORMATION

ABSTRACT.. RELATIONSHIP BETWEEN SEVERAL SCHOOL-RELATED FACTORS AND THE VOCATIONAL AND EDUCATIONAL CHOICES OF HIGH SCHOOL GIRLS WAS INVESTIGATED, AND MANY FACTORS WERE FOUND TO BE IMPORTANT IN THE DECISION-MAKING PROCESS. (EDITOR/SB)

JOURNAL CITATION.. JOURNAL OF HOME ECONOMICS; 63; 4; 241-245

****END OF ABSTRACT****

TITLE INDEX

Adolescent Choice and Decision-Making. P. 10, 18.

An Age-Graded Model for Career Development Education. P. 95.

Analysis of the Effects of a Computer-Based Vocational Information System on Selected Aspects of Vocational Planning. P. 26.

Application of Vocational Development Theory to Career Education. Information Series No. 80. P. 67.

Assessment of Career Development. P. 34.

Behavioral Decision Theory. P. 6.

Behavioral Techniques for Developing Trust, Cohesiveness, and Goal Accomplishment. P. 26.

Can a Computer Make Guidance Decisions for Students? P. 26.

Can a Machine Admit an Applicant to Continuing Education? In Report of the Commission on Tests: II. Briefs. P. 17, 46.

Can a Machine Counsel? P. 4, 13, 14, 17, 46.

Can a Machine Develop a Career? A Statement About the Processes of Exploration and Commitment in Career Development. Information System for Vocational Decisions. Project Report 16A. P. 12, 17, 46.

Career Decision-Making. P. 8.

Career Decision-Making for a Social Learning Theory Perspective. P. 1.

Career Decision-Making Issues. P. 2.

A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family. Final Report. P. 74.

Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. P. 91.

Career Development and Planning. P. 92.

Career Development: Choice and Adjustment. P. 8, 12, 14-19.

Career Development Education K Through Post-Secondary and Adult Education. P. 64.

Career Development Inventory. P. 34.

Career Development: Self-Concept Theory. P. 15.

Career Development Symposium. P. 62.

A Career Development Workshop for Emotionally Disadvantaged Students. P. 109.

Career Exploration. P. 97.

Career Guidance: Expanding the Student's Decision Making Power. P. 72.

Career Guidance in the Classroom. P. 80.

Career Maturity Inventory. P. 34.

Career Planning: Search for a Future.Text and Career Work Book. P. 77.

Career Survival Skills: Focus on Affective Career Education. Teacher's Manual. P. 78.

Chairman's Introduction to Program on SIGI, for APGA, San Diego. P. 90.

CKAVIS Guidance and Counseling Career Development Project. Report of Phase II, 1972-73 School Year. P. 81.

Clarifying the Counseling Mystique. P. 70.

Cognitive Complexity and Appropriate Vocational Choice: Another Look. P. 119.

Cognitive Vocational Maturity Test. P. 34-35.

College/Career Choice: Right Student, Right Time, Right Place. Monograph 9. P. 60.

A College Entrance Service. In Commission on Tests. Report of the Commission on Tests: II. Briefs. P. 17.

Comment on Self-Estimate Ability in Adolescence. P. 33.

The Computer and Guidance in the United States: Past, Present, and a Possible Future. P. 57.

Computerized Vocational Information System (CVIS): Evaluation Manual. A Futuristic Concept of Vocational and Educational Decision-Making. P. 76.

Concepts, Curiosity and Careers. P. 8.

A Conceptual Frame of Reference for Counseling. P. 11.

A Conceptual Model of Vocational Decision-Making. P. 8.

The Conference on Unexplored Aspects of the Development of Occupational Goals of Youth (University of Oregon, August 9-13, 1965.). Summarizers' Reports. P. 66.

Content Analysis of Six Career Development Tests. P. 34-37.

The Counselor as General Contractor. P. 37-39.

The Counselor Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES). P. 26.

A Course in Life Skills. P. 98.

Creating Climates for Growth. P. 13

A Critical Analysis of the Literature Concerned with the Process of Occupational Choice in High School Boys. P. 15.

Curricular-Career Information Service (CCIS): Development and Evaluation of the Pilot Project, 1972-1973. P. 86.

A Curriculum Design: Concepts & Components: K-6 Career Education. P. 84.

Deciding. P. 26.

Decision Analysis: Introductory Lectures on Choices Under Uncertainty. P. 6.

Decision and Vocational Development: A Paradigm and Its Implication. P. 15.

Decisions and Values: A Rationale for Secondary School Guidance. P. 8.

Decision-Making: A Conceptual Frame of Reference for Counseling. P. 8, 11.

Decision-Making and Vocational Development. Guidance Monograph Series. P. 63.

Decision-Making for the 70's: The Cubing of the Tiedeman Paradigm and its Application in Career Education. P. 11, 21, 23.

A Decision-Making Paradigm for Local Guidance Research. P. 11.

A Decision-Making System for the Career Information Center at Tallahassee Community College. P. 87.

Decision-Making Training Essential for Career Education. P. 69.

A Decision System for Occupational Programs in Community Colleges. Research Publication No. 75-2. P. 75.

Deliberate Decision-Making Education: A Self-Centering Approach. P. 23-27.

Der Menschliche Lebenslauf als Psychologisches Problem. P. 31.

Design for Decision. P. 10.

Designing Self. A Group Theory of Constructionist Personality Reconstruction. P. 27, 34, 47.

Developing a Model of Occupational Choice. P. 68.

Developing a Model of Occupational Choice. P. 58.

The Development and Pilot Testing of a System for the Teaching of Decision-Making. P. 20.

The Development of Teachers of Adults. P. 20.

Diagnostic Scheme for Specifying Vocational Assistance. P. 105.

The Differential Effects of Reinforcement and Advice-Giving on Information-Seeking Behavior in Counseling. P. 111.

An Educating Research Machine Game. P. 47.

Effects of Behavioral (Reinforcement) and Advice-Giving Counseling on Information-Seeking Behavior. P. 117.

The Effects of Sex, Occupational Choice and Career Development Responsibility on the Career Maturity of Ninth-Grade Students. P. 102.

Emerging Careers. P. 34.

ETS Guidance Inquiry. P. 34.

An Experimental Computer-Based Educational and Career Exploration System. P. 26.

Factors Affecting Vocational and Educational Decision-Making of High School Girls. P. 121.

Factors in Career Choice. P. 69.

Field Trial and Evaluation of a System. P. 26.

The Fourth Way. P. 25.

Getting a Jump on Career Choices. P. 99.

Goal-Orientation vs. Self-Orientation: Two Perspectives Affecting Indecision About Collegiate Major and Career Choice. P. 110.

Group Experiences in Building Planning Strategies. P. 116.

Handbook for the ACT Career Planning Program. P. 89.

The HRD-CDMS Delivery System. P. 70.

How to Solve It. P. 10, 14.

How We Think. P. 10, 14, 20.

Human Development and Education. P. 31.

Identity and the Life Cycle. P. 29, 30, 31, 33.

Industrial Sociology. P. 31.

Job-Seeking Behavior: A Segment of Vocational Development. P. 118.

Kindergarten Through 12th Grade Project in Career Development and Bridging the Gap Between School and Work: Final Report. P. 85.

A Learning Theory Approach to Counseling Indecisive Clients. P. 116.

The Life Career Game and Decision-Making Among Ninth Graders. P. 121.

Life Career. School Job Catalog, Instructor's Manual, Spinner and Scoring Booklet, and Game Materials. P. 93.

Management Information System for Occupational Education (MISOE). P. 47.

Man for Himself. P. 47.

Man's Search for Meaning. P. 45, 47.

A Map for Character Development. Mathematical Group Theory. P. 27.

Mathematical Groups. P. 29.

A Maximizing Model of Occupational Decision-Making. P. 8.

A Model for Developing a Career Decision-Making Program. P. 99.

A Model of Guidance for Career Decision-Making. P. 8.

Mold: A New Approach to Career Decision-Making. P. 100.

More than Lip Service is Needed. P. 120.

Occupational Choice: An Approach to a General Theory. P. 12, 31.

Occupational Choice: A Conceptual Framework. P. 34.

Occupational Information as an Integral Strand in the PLAN Social Studies Curriculum. P. 96.

On Knowing. P. 12.

Perceptions of Personal Control and Conformity of Vocational Choice as Correlates of Vocational Development. P. 107.

Personality and Career Decision Making. P. 112.

Personality Correlates of Preference for Risk Among Occupation-Oriented Junior College Students. P. 120.

Personality Variables Related to Career Decision-Making Abilities of Community College Students. P. 117.

The Principle of Symmetry in College Choice. In Commission on Tests. Report of the Commission on Tests: II. Briefs. P. 16, 17.

Project BIG. P. 98.

Project HEAR. P. 97.

Project Open Door to the World of Work. Career Resource Guide. P. 83.

Project Worker: Teacher's Manual for a Course in Career Decision-Making for Special Education. P. 79.

Promoting Adolescent Decision-Making Skills with Group Social Models and Structured Group Interaction. P. 103.

Promoting Career Exploration through Reinforcement. P. 26.

A Proposal for a Universal System of Testing for Job Entry. In Report of the Commission on Tests: II. Briefs. P. 17.

The Psychology of Careers. P. 31.

The Psychology of Occupations. P. 15.

Rationale for Career Education. P. 68.

Redirecting Guidance and Counseling: A Top Priority for Career Education. P. 61.

Regional Centers for Guidance in Continuing Education. In Report of the Commission on Tests: II. Briefs. P. 17.

Reinforcers, Values, and Vocational Maturity in Adults. P. 104.

The Relationship of Vocational Decidedness and Satisfaction with Dogmatism and Self-Esteem. P. 115.

Report of the Commission on Tests: I. Righting the Balance. P. 17.

Research and an Education Machine. P. 47.

The Role of Decision-Making in Information Generation, An Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12. P. 65.

Second Survey of High School Students' Needs for Labor Market Information in Career Decision-Making. P. 108.

Self-Estimate Ability in Adolescence. P. 33.

Sex Differences--Similarities in Job Preference Factors. P. 114.

SIGI--A Computer-Based Aid to Career Decision-Making. P. 26.

Structural, Interpersonal, and Behavioral Correlates of Female Adolescents' Occupational Choices. P. 118.

Structuralism. P. 27.

Structure in Art and in Science. P. 12.

Student Career Decisions: The Limits of Rationality. P. 106.

Student Decision-Making. P. 18.

Student Guide to Career Decision-Making Skills; Designed for Use with the Educational and Career Exploration System (ECES). P. 43.

Teaching for Career Decision-Making. P. 94.

A Theoretical Synthesis of the Occupational Choice Process: Toward an Integrative Model. P. 59.

The Theory of Decision-Making. P. 6.

A Theory of Vocational Choice. P. 15.

A Theory of Vocational Development. P. 31.

Thought, Choice, and Action: Processes of Exploration and Commitment in Career Development. P. 12, 46.

Toward an Integrated Theory of Educational and Vocational Choice. P. 71.

Video Group Social Models, Group Stimulus Materials and Client Characteristics in Vocational Counseling: An Experimental Study. P. 113.

View in Review. P. 88.

Vocational Decision-Making: A Function of Rejecting Attitudes. P. 119.

Vocational Decision-Making Models: A Review and Comparative Analysis. P. 7, 14-17.

Vocational Decision-Making Patterns Among Noncollege-Aspiring Adolescents. P. 115.

The Vocational Decision-Making Process Among College Males. P. 18.

Vocational Decision-Making Strategy-Types: An Exploratory Study. P. 114.

Vocational Maturity, Vocational Evaluation, and Occupational Information. P. 71.

Vocational Psychology. P. 31-34.

Vocational Self-Concept in Adolescence. P. 33.

Webster's Third New International Dictionary. P. 4, 39.

Work and Motivation. P. 8.

Youth Guidance Systems. 1971-1972 Project Final Report. P. 82.

AUTHOR INDEX

American College Testing Program. P. 34.
Appel, Victor H. P. 110.
Axelrad, Sidney. P. 12, 31.
Barber, Lucie. P. 37-39.
Baumgardner, Steve R. P. 106.
Bergland, Bruce. P. 103, 116.
Bodden, Jack L. P. 119.
Bohn, Martin J., Jr. P. 26, 34.
Bonner, Don. P. 88.
Boocock, Sarane S. P. 93.
Bottoms, Gene. P. 64.
Boyd, Robert E. P. 69.
Brooks, Dale E. P. 81.
Bross, I. D. J. P. 10.
Brown, Oliver H. P. 13.
Bruner, Jerome S. P. 12.
Buehler, C. P. 31.
Burns, Ruth Ann. P. 97.
Carey, R. P. 26.
Carney, Clark G. P. 109.
Chapman, Warren. P. 26.
Ciavarella, Michael A. P. 71.
Clarke, R. P. 11.
Coleman, James S. P. 16.
Commission on Tests. P. 17.
Conroy, William G. P. 47.
Cosgrave, Gerald. P. 77.
Crites, John O. P. 31-34.
Cunha, Joseph E., Ed. P. 91.
Curry, Evans W. P. 118.
Dewey, John. P. 10, 14, 20.
Dilley, Josiah S. P. 7, 8, 14-17.
Dinklage, Lillian B. P. 10, 18.
Drake, James Bob. P. 74.
Drake, Jeffery W. P. 70.
Dudley, Gordon A. P. 12, 46.
Educational Testing Service. P. 34.
Edwards, W. P. 6.
Egner, Joan Roos. P. 58, 68.
Ehrle, Raymond A. P. 71.
Ellis, Allan B. P. 4, 13, 14, 17, 46.
Ellis, Sherrlyn. P. 88.
Erikson, Erik H. P. 29, 30.
Evans, Rupert N. P. 68.
Falk, William W. P. 59.
Fletcher, F. M. P. 8.
Friel, Theodore W. P. 26, 70.
Forrest, D. J. P. 34.
Form, W. H. P. 31.
Frankl, Viktor E. P. 45, 47.
Fromm, Erich. P. 47.
Fuller, Frances F. P. 13.
Gable, Robert K. P. 107.
Gelatt, H. B. P. 8, 11, 26.
Ginsburg, Sol W. P. 12, 31.
Ginzberg, Eli. P. 12, 31.
Godwin, William. P. 26.
Gordon, Edmund W. P. 17.
Grabowski, Stanley M. P. 20.
Gribbons, W. D. P. 34.
Gulkus, Steven P. P. 104.
Hamilton, Jack A. P. 96, 113.
Hammond, Allen L. P. 29.
Harren, Vincent A. P. 18.
Harris, Jo Ann. P. 26, 57, 76.
Havinghurst, R. J. P. 31.
Hedlund, Dalva E. P. 75.

Herma, John L. P. 12, 31.
Herman, Al. P. 33, 115, 120.
Herr, Edwin L. P. 63, 70.
Hersey, John. P. 17.
Hilton, T. L. P. 8.
Holland, John L. P. 15, 105.
Housley, Warren F. P. 119.
Hoy, John C. P. 17.
Hsu, C. C. P. 8.
Jepsen, David A. P. 7, 8, 14-17, 114, 115.
Johnson, Benton, Ed. P. 66.
Johnson, Richard H. P. 99, 100, 121.
Jones, G. Brian. P. 1, 3.
Jordaan, Jean Pierre. P. 15, 34.
Kaldor, D. R. P. 8.
Katz, Martin R. P. 8, 15, 26, 72.
Kepes, Gyorgy. P. 12.
King, Elaine, Ed. P. 60.
Kitchel, JoAnn, Ed. P. 66.
Klein, Alan J. P. 119.
Kosier, Mary W. P. 81.
Kosuth, Joan. P. 94.
Kravetz, Shlomo P. P. 116.
Krumboltz, John D. P. 1, 3, 26.
Laner, Stephen. P. 108.
Leonard, Thelma H. P. 121.
Levine, L. P. 11.
Ligon, Ernest M. P. 27, 34.
Lindeman, R. H. P. 34.
Lohnes, P. R. P. 34.
Loughary, John W. P. 78.
MacKenzie, John C. P. 92.
Maier, Dennis. P. 115.
Malik, Har G. S. P. 112.
Manuel, Phil A. P. 92.
Marland, Sidney P. P. 17.
Matlin, Norman, P. 15.
McBrien, Robert J. P. 69.
McCaffrey, Kenneth J., Ed. P. 60.
McCloskey, Gordon. P. 68.
Meehan, Merrill L. P. 97.
Miller, Anna L. P. 11, 21, 23, 47.
Miller, D. C. P. 31.
Miller-Tiedeman, Anna L. P. 23-27.
Miltenberger, Jerry. P. 94.
Minor, Frank J. P. 26.
Mitchell, Anita M. P. 1, 3.
Morgan, Alice S. P. 74.
Murphy, Mary Kay. P. 99.
Murray, John P. P. 83.
Myrick, Robert D. P. 100.
O'Hara, Robert P. P. 8, 12-19, 33.
Ouspensky, P. D. P. 25.
Pappas, James P. P. 62.
Parker, Clyde A. P. 117.
Pastrana, Ronald R. P. 80.
Peatling, John H. P. 27, 34-35, 47.
Peck, Robert F. P. 13.
Peterson, Marla. P. 67, 84.
Piaget, Jean. P. 27.
Picou, J. Steven. P. 118.
Polya, G. P. 10, 14.
Quatrano, Louis. P. 103, 116.
Raiffa, Howard. P. 6.
Rappoport, Leon. P. 106.
Reardon, Robert C. P. 86.
Richardville, Jerry, P. 87.
Ripley, Theresa. P. 78.
Roe, A. P. 15.

Samaan, Makram K. P. 111, 117.
Schlossberg, Nancy. P. 17.
Schroeder, W. W. P. 26.
Schultz, Merlin W. P. 98.
Singer, Jack N. P. 114.
Starishevsky, Reuben. P. 15.
Stevens, Nancy D. P. 118.
Stewart, Lawrence H. P. 120.
Super, Donald E. P. 15, 31, 34.
Thomas, Hollie B. P. 102.
Thomas, Kenneth R. P. 116.
Thompson, A. S. P. 34.
Tiedeman, David V. P. 4, 8, 11-19, 20, 21, 23, 27, 33, 34-35, 46, 47, 57, 65.
Tierney, Roger J. P. 33.
Tuckman, Bruce W. P. 95.
Varenhorst, B. P. 26.
Vitalo, Raphael L. P. 98.
Vroom, V. H. P. 8.
Wallace, Jacquelyn L. P. 121.
Walls, Richard T. P. 104.
Webster, William J. P. 96.
Westbrook, Bert. W. P. 34-37.
Wigent, Philip A. P. 117.
Wilson, Eugene H. P. 20.
Winkles, Elizabeth J. P. 99.
Wittwer, Gloria. P. 120.
Witzke, Donald B. P. 110.
Worthington, Robert M. P. 61.
Zytowski, D. G. P. 8.